

Hiligaynon
for Missionaries



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Hiligaynon, January 2018

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How Do I Use This Book?

What is This Book?

Preach My Gospel teaches that you should focus your language study "on improving your ability to communicate and teach during scheduled activities" (129). This book is designed to provide you with resources to help you create your own effective language study plan. The grammar principles are organized according to the purpose for communicating gospel topics and missionary tasks to help you choose tasks to learn as you create your own language study plan. Use this book to identify which grammar principles you need to understand to help you address the needs of your investigators and invite them to come to Christ.

This book is not simply to teach you grammar, but more importantly to help you prepare to teach the gospel of Jesus Christ with greater power and clarity in your mission language (*Preach My Gospel*, 127).

Features of This Book

- **Grammar-Task Index.** Easy access to specific grammar principles that can help as you teach and prepare to teach each lesson from *Preach My Gospel* and complete various missionary tasks.
- **Tabs.** Black tabs on the sides of the pages will help you find principles of communication quickly (e.g., possession, describing, expressing, time/location, etc.).
- **Explanations.** Explanations are made up of sentence equations, tables, and examples that will help you understand grammar principles.
- **Activities.** Activities are designed to help you create a language study plan as directed in chapter 7 of *Preach My Gospel*. You don't have to do all the activities, and you don't have to do them in any particular order. It is up to you to choose activities that will help you learn new vocabulary and grammar principles, practice your ability to listen, and improve your ability to read and write. These activities can be done in personal study, with your companion, or with native speakers.
- **Appendix.** The Appendix contains additional charts that show how the focus changes the sentence as well as lists of common irregular roots and commonly confused words.
- **Missionary Tasks.** Basic sentence structures and vocabulary needed for common missionary tasks.
- **Scenario Practice.** These are sample situations and conversations that you may experience as a missionary. Practicing these situations will prepare you to respond to members and investigators' questions or handle challenging situations.
- **Grammar Glossary.** Occasionally you may find a few English grammar terms that you don't recognize or understand. The grammar glossary is designed to be a quick reference to common grammar terms.
- **Answer key.** Answers to most activities can be found in the back of the book listed by section.

Remember

"As your ability to speak the language grows, people will listen more to what you say than to how you say it. . . You will be better able to respond to the needs of investigators and the promptings of the Spirit" (*Preach My Gospel*, 128). You can receive the gift of tongues as you do all that you can to learn the language, trust in the Spirit to guide you, and have faith that you can be given the gift of tongues (*Preach My Gospel*, 133).

Ask Yourself as You Study

- What am I learning about the structure of my mission language? What can the grammar teach me about the people and their culture?
- How can mastering this grammar principle help me to invite others to come unto Christ and receive the restored gospel?
- How do I invite the Spirit to help me learn grammar?
- How am I using my language study time in a way that will help me to improve my ability to communicate with the people?

Feedback

We want to know what you think about the book and how it has impacted your language learning experience!

- How are you using this book to learn your mission language?
- What about this book is most helpful to you? Why?
- Do you have additional suggestions?
    - grammar principles
    - activities
    - corrections

Send a quick message with your mission language in the subject line to formissionaries@mtc.byu.edu.

Grammar-Task Index

The grammar-task index is intended to be a quick reference so you can focus your language study improving your ability to teach specific gospel principles or perform missionary tasks. Because the content in each of the lessons in *Preach My Gospel* is different, your need to understand specific grammar principles will vary based on the lesson you will be teaching. You can **use this list to help you determine which grammar principles to study based on the needs of your investigators and planned daily activities.**

The grammar principles are divided into two columns, basic and additional, so you can study grammar principles based on your understanding of the language.

Principle/Task	Basic	Additional
Lesson 1		
God Is Our Loving Heavenly Father	Predicate Subject; Adjectives and Adverbs; Possession	Identification Statements; VAOL; Focus
The Gospel Blesses Families	VAOL; Indicative Verbs; Possession	Existential Words;
Heavenly Father Reveals His Gospel in Every Dispensation	VAOL; Indicative Verbs; Existential Words	Abilitative Verbs; Causative Verbs
The Savior's Earthly Ministry and Atonement	Focus; VAOL; Indicative Verbs; Prepositions; Identification Statements	Different Forms of When; Nominalization
The Great Apostasy	Existential Words; Indicative Verbs	Abilitative Verbs; Different Forms of When; Telling Time and Using Time Adverbs
The Restoration of the Gospel of Jesus Christ through Joseph Smith	Predicate Subject; Indicative Verbs	Abilitative Verbs; Causative Verbs; Making Comparisons; Telling Time and Using Time Adverbs
The Book of Mormon: Another Testament of Jesus Christ	Indicative Verbs; Adjectives and Adverbs	Numbers; Superlatives and Adjective Intensifiers
Pray to Know the Truth through the Holy Ghost	Asking Yes/No Questions; Indicative Verbs; Polite Requests	Distributive/Habitual Verbs; Participational/Interactive Conjugations
Lesson 2		
Pre-Earth Life: God's Purpose and Plan for Us	Existential Words; Possession	Interrogatives; Abilitative Verbs
The Creation	Indicative Verbs; Prepositions	Nominalization; Pseudo Verbs
Agency and the Fall of Adam and Eve	Existential Words; Abilitative Verbs	Nominalization; Expressing Doubt and Possibility; Emphatic Particles; Conjunctions and Compound Sentences
Our Life on Earth	Mangin: To Become; Existential Words	Abilitative Verbs; Conjunctions and Compound Sentences
The Atonement	Prepositions; Nominalization; Possession	Causative Verbs; Abilitative Verbs; Habitual/Distributive Verbs
The Spirit World	Pseudo Verbs	Habitual/Distributive Verbs
The Resurrection, Judgment, and Immortality	Prepositions; Nominalization	Abilitative Verbs
Kingdoms of Glory	Making Comparisons; Identification Statements	Superlatives and Adjective Intensifiers

Lesson 3		
Through Christ We Can Be Cleansed from Sin	Indicative Verbs; Abilitative Verbs	Expressing Doubt and Possibility; Causative Verbs; Emphatic Particles
Faith in Jesus Christ	Pseudo Verbs; Conjunctions and Compound Sentences	Distributive/Habitual Verbs
Repentance	Indicative Verbs; Existential Words	Abilitative Verbs; Different Forms of When
Baptism, Our First Covenant	Pseudo Verbs; Nominalization	Participational/Interactive Verbs; Distributive/Habitual Verbs; Causative Verbs
The Gift of the Holy Ghost	Adjectives and Adverbs; Conjunctions and Compound Sentences; Abilitative Verbs	Distributive/Habitual Verbs; Causative Verbs
Endure to the End	Nominalization; Abilitative Verbs	Distributive/Habitual Verbs
Lesson 4		
Obedience	Indicative Verbs	Causative Verbs; Conjunctions and Compound Sentences
Pray Often	Prepositions; Indicative Verbs; Participational/Interactive Conjugations; Possession	Emphatic Particles; Distributive/ Habitual Verbs
Study the Scriptures	Indicative Verbs; Prepositions	Abilitative Verbs; Causative Verbs
Keep the Sabbath Day Holy	Pseudo Verbs; Nominalization	Distributive/Habitual Verbs; Causative Verbs
Baptism and Confirmation	Indicative Verbs; Abilitative Verbs	Distributive/Habitual Verbs; Causative Verbs; Participational Verbs
Follow the Prophet	Indicative Verbs; Abilitative Verbs	Different Forms of When; Telling Time and Using Time Adverbs
Keep the Ten Commandments	Pseudo Verbs; Participational/ Interactive Conjugations	Numbers
Live the Law of Chastity	Pseudo Verbs; Abilitative Verbs; Nominalization	Participational Verbs
Obey the Word of Wisdom	Adjectives and Adverbs; Nominalization	Distributive/Habitual Verbs; Conjunctions and Compound Sentences
Keep the Law of Tithing	Ownership Questions; Numbers	Causative Verbs; Expressing Doubt and Possibility
Observe the Law of the Fast	Pseudo Verbs; Indicative Verbs	Abilitative Verbs; Conjunctions and Compound Sentences
How to Donate Tithes and Offerings	Ownership Questions; Numbers	Prepositions; Participational/ Interactive Verbs
Obey and Honor the Law	Adjectives and Adverbs; Indicative Verbs	Interrogatives; Nominalization

Lesson 5		
Priesthood and Auxiliaries	Predicate Subject; Numbers; Existential Words; Identification Statements	Telling Time
Missionary Work	Indicative Verbs; Prepositions	Different Forms of When
Eternal Marriage	Adjectives and Adverbs; Nominalization	Abilitative Verbs
Temples and Family History	Possession; Adjectives and Adverbs; Predicate Subject	Numbers; Telling Time
Service	Indicative Verbs; Pseudo Verbs	Abilitative Verbs; Different Forms of When
Teaching and Learning in the Church	Indicative Verbs; Abilitative Verbs	Participational Verbs
Endure to the End	Prepositions; Abilitative Verbs; Mangin: To Become	Distributive/Habitual Verbs
Missionary Tasks		
Ask Questions	Asking Yes/No Questions; Interrogatives	Different Forms of When; Ano ka and Pila ka; Telling Time; Ownership Questions
Conduct a Meeting	Telling Time and Using Time Adverbs; Kamusta; Identification Statements	Different Forms of When
Explain Priesthood Ordinances	Indicative Verbs; Abilitative Verbs; Causative Verbs	Expressing Doubt and Possibility
Extend Commitment Invitations	Asking Yes/No Questions	Conjunctions and Compound Sentences; Different Forms of When
Follow Up on Commitments	Asking Yes/No Questions; Interrogatives; Abilitative Verbs	Expressing Doubt and Possibility; Expressing Thoughts, Opinions, and Judgment; Emphatic Particles
Get to Know Someone	Kamusta; Predicate Subject; Interrogatives; Possession	Ownership Questions; Ano ka and Pila ka
Give Directions	Prepositions; Interrogatives	Telling Time
Help People Resolve Their Concerns	Interrogatives	Expressing Doubt and Possibility; Expressing Thoughts Opinions, and Judgment; Emphatic Particles; Ano ka and Pila ka
Make a Telephone Call	Kamusta; Predicate Subject; Interrogatives; Identification Statements	Pseudo Verbs; Emphatic Particles
Make Appointments	Telling Time and Using Time Adverbs; Interrogatives; Existential Words; Yes/No Questions	Making Comparisons
Make Purchases	Interrogatives; Ano ka and Pila ka; Adjectives and Adverbs	Making Comparisons; Superlatives and Adjectives Intensifiers; Abilitative Verbs

Meet Someone	Kamusta; Predicate Subject; Interrogatives; Identification Statements	Pseudo Verbs; Emphatic Particles
Obtain Referrals	Interrogatives; Existential Words; Asking Yes/No Questions	Telling Time and Using Time Adverbs; Emphatic Particles
Offer a Prayer	Prepositions; Indicative Verbs; Participational/Interactive Conjugations; Possession	Emphatic Particles
Perform Priesthood Ordinances	Pseudo Verbs; Indicative Verbs; Nominalization	Conjunctions and Compound Sentences
Plan Daily and Weekly Activities	Telling Time and Using Time Adverbs; Interrogatives; Existential Words; Yes/No Questions	Making Comparisons; Pseudo Verbs
Share an Experience	Pseudo Verbs; Abilitative Verbs; Conjunctions and Compound Sentences	Expressing Doubt and Possibility; Expressing Thoughts, Opinions, and Judgment
Talk with Everyone	Kamusta; Existential Words; Identification Statements	Telling Time and Time Adverbs
Teach Others How to Pray	Prepositions; Indicative Verbs; Participational/Interactive Conjugations; Possession; Yes/No Questions	Emphatic Particles; Distributive/Habitual Verbs
Testify	Predicate Subject; Identification Statements; VAOL	Conjunctions and Compound Sentences
Use the Scriptures	Prepositions; Indicative Verbs; Abilitative Verbs; Interrogatives; Numbers	Expressing Thoughts, Opinions, and Judgment

Alphabet and Pronunciation

Explanation

Hiligaynon and English both use the Latin alphabet, but there are English letters that are not part of the Hiligaynon alphabet such as the letters c, f, q, v, x, and z. Native speakers sometimes interchange the letters "f" for "p" and "v" for "b" in oral speech. Occasionally, the letter "c" will appear in proper nouns.

Alphabet

The following table shows each letter of the Abakada, the Filipino alphabet, followed by its name. When looking for words in the dictionary, the words will be organized according to the order below.

Letter	Name	Letter	Name
a	a	**n**	na
b	ba	**ng**	nga
k	ka	**o**	o
d	da	**p**	pa
e	e	**r**	ra
g	ga	**s**	sa
h	ha	**t**	ta
i	i	**u**	u
l	la	**w**	wa
m	ma	**y**	ya

Note: There is an additional letter *NG* that appears between *N* and *O*. This letter appears at the beginning, in the middle, and at the end of words in Tagalog, for example: *ngalan*, *ngipon*, *mangin*, *kinahanglan*, *talang*, and *butong*. Notice also *K* appears between *B* and *D* in the Hiligaynon alphabet.

Pronunciation

The following tables contain the vowels and consonants of Hiligaynon. Next to each letter is an English word with a similar, but not identical, sound. The third column lists some Hiligaynon words that contain the target letter and sound, and the last column explains the sound. Use these tables of basic Hiligaynon sounds as a point of reference only. Very few sounds are pronounced exactly the same in Hiligaynon and English. There is some variation in pronunciation, especially in different regions of Negros and Panay. **To develop native-like pronunciation, listen attentively to native Hiligaynon speakers and imitate closely their pronunciation.**

Vowels

Vowels	Sounds Like . . .	Hiligaynon Examples	Explanation
a	*father, tall*	**a**g**a**, t**a**n**a**n	Usually an *ah* sound, as in *call* and *hall*.
e	bet, end	tor**e**, **e**bangh**e**lyo	Usually an *eh* sound, as in *step* and *exhort*.
i	*greet, eat*	l**i**wat, put**i**	As English *ee* in *fleet* and *seem*.
o	*obey, row*	**o**bra, ak**o**	Usually an *oh* sound, as in *toe* and *blow*.
u	*too, food*	s**u**ndon, **u**lan	Usually an *oo* sound as in *shoe* and *blue*.

Consonants

Consonants	Sounds Like . . .	Hiligaynon Examples	Explanation
b	*bag, tab*	**b**ulan, **B**i**b**lia	Always as English *b*.
k	*cook, clock*	da**k**o, i**k**aw	Similar to English *k*.
d	*dad, God*	**d**alan, tawa**d**, pa**d**ayon	Always as English *d*.
g	*gravel, God, tag*	na**g**halin, ba**g**-o, **g**amay, hata**g**	Always as the English *hard g*. Unless it was borrowed, there are no words with a *soft g*, as found in the following English examples: *ginger, strange, binge, age.*
h	*heaven, vehicle*	**h**anda, ma**h**al, basa**h**on	Always as English *h*.
l	*let, little, ally*	**l**apit, hi**l**way	Always as English *l*.
m	*money, name*	**m**anok, **m**ahu**m**ok	Always as English *m*.
n	*night, no, ban*	Ma**n**u**n**ubos, **n**a**n**ay	Always as English *n*.
ng	*sung, bring*	a**ng**, pa**ng**bata	Similar to the English digraph *ng*. See more below.
p	*pea, pop*	**p**ara, **p**alantaw	Always as English *p*.
r	*no equivalent*	pa**r**a, **r**adyo, pe**r**mi	Sounds like the Spanish *r*. It is a softly rolled *r*. Listen to and imitate native speakers.
s	*soul, song, toss*	**s**in**s**ero, **s**ak**s**i	Always as the English *s*.
t	*tough, bite, rotten*	saki**t, t**awo, **t**ubig	Similar to the English *t*.
w	*way, will, wow*	**w**a'ay, pag**w**ali	Always as the English *w*.
y	*you, yam, yes*	bun**y**ag, **y**uhum, sensil**y**o	Always as the English *y*. When appearing as '*y*, may form a diphthong with previous vowel or be pronounced on its own as the English *ee* in *fleet* and *seem*.

A NOTE ABOUT *NG*

- *Ng* is usually the most difficult letter to pronounce for foreign speakers. Its pronunciation is similar to that of the English *ng*, like in the following English words: belonging, kingdom, sing a song, stinger, singing, Ping Pong, hanging, and sung. It is a nasal noise created by bringing the back of the tongue to the roof of the mouth and closing the throat.
- Ng does **not** have a *hard g* sound like in the following English words: man**g**o, tan**g**led, youn**g**er, hun**g**er, tin**g**le, En**g**lish, stron**g**er, and lon**g**er. If there is a *hard g* sound in a Hiligaynon word following the letter *ng, ng* is followed by a *g* like in the following Hiligaynon examples: mang**g**a, tiyang**g**e, and sing**g**it.

Digraphs

When certain letters appear together, the individual sound of the letters combine to make a new sound. Some words, depending on the location in the Philippines and accent, may not follow the normal sound combinations and are considered exceptions.

Digraphs	Sounds Like . . .	Hiligaynon Examples	Exceptions
ay	*hi, fly, buy, pie*	bal**ay**, Pan**ay**, malip**ay**on	
aw	*couch, trout, endow*	adl**aw**, pagtusm**aw**	
ey	*hey, stay, hay*	hal**ey**a, L**ey**te	
oy	*oink, boil, point*	bab**oy**, kah**oy,** tuyt**oy**	
uy	*gooey, chewy*	kahul**uy**-an**,** t**uy**toy	pangamuyo
dy, diy	*jar, jeep, binge*	sa**dy**a, **diy**utay	Diyos, diyablo
sy, siy	*ship, sheep, wash*	mi**sy**on, **siy**a, serbi**sy**o	kasiyahan, propesiya
ts	*chip, cheese, pitcher*	pe**ts**a, **ts**ismis, ku**ts**ara	Getsemani
ty, tiy		**tiy**angge, **tiy**an, in**ty**ende	Kristiyano

Loan Letters

Loan letters are borrowed from English and Spanish. These letters are only used in names and loan words from English and Spanish.

Letter	Sounds Like . . .	Borrowed Examples	Explanations
c	*clock*	Jesu**c**risto	Like the English *k*.
c	*city, sat*	**C**ebu	Like the English *s*.
f	*hope*	**p**ro**p**eta	Like the English *p. P* and *f* are related.
g	*hello, home*	An**g**eles, **g**eneral	Similar to English *h*.
j	*jeep*	**J**oseph, **J**ollibee	Like the English *j,* which is similar to the Hiligaynon digraph *diy*.
j	*hello*	**J**esucristo, **J**ose	Like the Spanish *j* and English *h*.
ñ	*onion, junior*	Santo Ni**ñ**o	Like the Spanish *ñ*. Makes a sound similar to *ny*.
q	*okay*	A**q**uino, Enri**q**ue	Like the English *k* and Spanish *q*. *Que* sounds like the English *okay*.
v	*bell, Abraham*	E**v**a, Ponte**v**edra	Like the English *b*. *B* and *v* are similar.
x	*priesthood*	Ro**x**as	Like the Spanish *x* and English *h*.
z	*easy, start*	Ri**z**al, Cadi**z**	Like the English *s*.

Phonological Rules

There are circumstances where letters can be used interchangeably or omitted entirely to make certain consonant or vowel combinations quicker and easier to say, or to fit regional differences in pronunciation. For example, the letters *i* and *o* can be fluidly exchanged with *e* and *u* respectively.

Examples

dak**u**	dak**o**
babay**i**	babay**e**

In addition, letters *a* and *o* are sometimes omitted from certain root words when conjugated.

Examples

taw**a**g -on	tawgon
kas**a**l -on	kaslon
sun**o**d -on	sundon

Lastly, the noun marker *ang* often conjoins with the preceding word in a sentence to be pronounced as a new word. This is merely viewed as a shortcut and can be correct either way.

Example

an**o a**ng	anong

There is no widely accepted form of standardized Hiligaynon; however, by recognizing these common variations in spelling, you will be better able to read and pronounce Hiligaynon words, and you will be better able to locate the actual root word. The rules above are not true in all cases; note the exceptions. Listen to natives in your area as you learn new words.

Stress and Syllables

Explanation

In Hiligaynon, as in all languages, proper pronunciation is important in conveying exact meaning. Placing the proper stress on the correct syllables is key to mastering Hiligaynon pronunciation.

Syllable Break Down

Hiligaynon words are generally pronounced phonetically, meaning they are pronounced the way they are spelled and spelled the way they sound. Each syllable and vowel is pronounced separately and distinctly. Hiligaynon syllables consist of either a single vowel (V), a vowel followed by a consonant (VC), a consonant followed by a vowel (CV), or a vowel between two consonants (CVC). Breaking down words into individual syllables in this way makes both reading and speaking Hiligaynon much simpler, especially with long words.

RE-GA-LO CV-CV-CV *gift*	**MI-LAG-RO** CV-CVC-CV *miracle*	**SUK-SUK** CVC-CVC *to wear*	**I-PA-NUM-BA-LIK** V-CV-CVC-CV-CVC *will restore*
MAG-PANG-A-MU-YO CVC-CVC-CV-CV-CV *will pray*	**PA-DA-LA** CV-CV-CV *to send*	**I-BA-BAW** V-CV-CVC *top*	**A-PAT** V-CVC *four*

Note: There is an additional letter NG that appears in the Hiligaynon alphabet. When NG is found at the beginning, middle, or end of Hiligaynon words, it is marked as a single consonant. The word magpangamuyo contains the letter NG and is noted above with its corresponding syllable breakdown. A few more examples are as follows.

A-LI-BANG-BANG V-CV-CVC-CVC *butterfly*	**PA-MANG-KOT** CV-CVC-CVC *question*	**DA-MANG** CV-CVC *spider*	**NGA-LAN** CV-CVC *name*

Stress and Stress Markers

Stressing or emphasizing the correct letter or syllable of a word is very important in Hiligaynon. Emphasizing the wrong syllable can completely change the meaning of a word. The stress markers in this book are patterned after the Hiligaynon dictionary the MTC provides. Stress markers are not commonly seen in writing outside of a dictionary, so looking words up and listening to how natives pronounce words are useful ways to learn proper syllable stress.

Basa, for example, can either be the root word for the verb “to read” or it can be the root word for the verb “to get wet,” depending on what part of the word is emphasized and what kind of stress is used. In Hiligaynon, there are four basic kinds of stress:

- **penultimate (second-to-last) stress**
- **end stress**
- **end glottal catch**
- **penultimate (second-to-last) stress with an ending glottal catch**

Penultimate (second-to-last) Stress

When an acute accent mark (á) is placed on the vowel in the second-to-last syllable in a word, it indicates that this syllable should be more heavily emphasized than the others.

Once again, the accent mark is not usually included, but the penultimate (second-to-last) stress is still assumed.

Hiligaynon	Stress
búhi *living*	**BU**-hi
hándum *desire*	**HAN**-dum
pamángkot *question/to ask*	pa-**MANG**-kot
nahídlaw *to miss*	na-**HID**-law

End Stress

When an acute accent mark (á) is placed on a vowel in the last syllable of a word, it is more heavily emphasized than the others.

Hiligaynon	Stress
damáng *spider*	da-**MANG**
napatáy *died/deceased*	na-pa-**TAY**
mangín *to become*	ma-**NGIN**
bató *rock*	ba-**TO**
kusóg *strength (person)*	ku-**SOG**

Note: When single-syllable words are used in sentences, they often take the stress away from the previous word.

Examples

First word followed by single-syllable words	Stress
indi pá	in-di **PA** *not yet*
lapit ná	la-pit **NA** *it is close/near now*
ako pá	a-ko **PA** *(this is a compliment to yourself)*

End Glottal Catch

When a circumflex mark (â) is placed on the vowel in the last syllable, it indicates that there should be a glottal catch on the vowel at the end of the word.

A glottal catch is when you abruptly close your throat (not your mouth) to cut off the sound. In the examples below, the Q is used to indicate where the glottal catch is placed. Remember that the letter Q is, in these examples, ONLY a representation of a glottal catch and not actually part of the literal pronunciation or spelling of the word.

In addition, NO extra emphasis is placed on any of the syllables prior to the glottal catch at the end of the word.

Hiligaynon	Stress
gubâ *to destroy*	gu-ba**Q**
idô *dog*	i-do**Q**
salâ *sin*	sa-la**Q**
ma-layô *far*	ma-lay-o**Q**
ilagâ *rat*	i-la-ga**Q**

Pauses VS End Glottal Catch: Some words can only be pronounced correctly if they contain a tiny pause, almost like a really small break in the word. In written Hiligaynon, the pause is shown by placing a dash in the word. This differs from a glottal catch because for Hiligaynon words with a pause/dash, you do not cut the sound short like you would for words with a glottal catch at the end. Rather, you only slightly pause where the dash is in the middle of a word. In the examples below, the asterisk symbol (*) represents where the slight pause in the word should be.

Examples

Hiligaynon	Stress
man-ug *snake*	man-*-ug
sud-an *main dish*	sud-*-an
sag-ob *to draw out water (from a well)*	sag-*-ob
tu-ón *to learn/to study*	tu-*-ON
bug-os *whole*	bug-*-os

Note: Some of the words that are pronounced with a pause/dash are not always spelt with a dash, but should still assume the slight pause in pronunciation. Written material such as Ang Libro ni Mormon includes dashes in spelling, but it is not to be expected in written communication between native speakers, etc.

Penultimate (second-to-last) Stress with an Ending Glottal Catch

When a grave accent mark (à) is placed on the vowel in the last syllable, it indicates that there should be a heavy emphasis on the second-to-last syllable and a glottal catch on the vowel at the end of the word. Note that there is no acute accent mark on the second-to-last syllable when a grave accent mark (à) is placed on the vowel at the end of the word. The grave accent mark (à) is different than an acute accent mark (á). When a grave accent mark (à) is used on the vowel at the end of the word, it implies both an acute accent mark on the second-to-last syllable and a glottal catch on the end of the word.

Hiligaynon	Stress
batà *child*	BA-ta**Q**
hisà *to covet/envy*	HI-sa**Q**
dutà *land*	DU-ta**Q**
himò *to do*	HI-mo**Q**
ikapulò *tenth*	i-ka-PU-lo**Q**

Exception: The grave accent mark (à) can be found in places other than on the vowel at the end of the word. It can also be found on a vowel in the middle of the word; in which case, the same rule applies: for each grave accent mark (à), there should be a heavy emphasis on the syllable following the grave accent mark (à) (if one exists), **and** a glottal catch on the vowel indicated by the grave accent mark (à).

Hiligaynon	Stress
bàbà *mouth*	ba**Q**-ba**Q**
ibùbò *to pour*	bu**Q**-bo**Q**

Homographs

There are roots and conjugations that have the same spelling, yet different pronunciation and meaning. Words with these qualities are called homographs. Dictionaries will have accents and glottal catches marked, but writing outside of dictionaries most likely will not. Note these differences in pronunciation, and be able to differentiate between them based on context. Focus more of your time on listening to natives speak and imitating them in order to ensure that your accent and pronunciation are correct.

basa *to read*	**sala** *living room*	**walá** *left*	**utod** *sibling*	**kitá** *we (inclusive)*
basâ *wet*	**salâ** *sin*	**walâ** *none*	**utód** *to cut*	**kità** *to see*

Note: This is NOT a complete list of homographs. In addition, sometimes homographs consist of more than just pairs of two. They can be in groups of three or more as well. For example, another homograph for “kita” is the word kità which, as seen above, means “to see.” This use of “kita” has the same spelling and pronunciation as “to see,” but based on the context of the sentence can also mean “earning/income” (common). See the appendix for a more complete list of homographs.

Activities

Personal

Speaking

A. Below is a list of common missionary vocabulary words. Practice taking each word, breaking it up into syllables, and then pronouncing it until you feel confident in saying the word. Check your answers.

	Talikod	**Ta - li - kod**	**To turn back on**
1.	Tudlo	____ - ____	to teach
2.	Nagatuon	____ - ____ - ____ - ____	studying
3.	Nagalupad	____ - ____ - ____ - ____	flying
4.	Mensahe	____ - ____ - ____	message
5.	Kamusta	____ - ____ - ____	how (are you)
6.	Kaupod	____ - ____ - ____	companion/with
7.	Importante	____ - ____ - ____ - ____	important
8.	Kabalo	____ - ____ - ____	to know
9.	Buligan	____ - ____ - ____	to help
10.	Gingiyahan	____ - ____ - ____ - ____	was guided
11.	Langit	____ - ____	heaven
12.	Masinulundon	____ - ____ - ____ - ____ - ____	obedient
13.	Manluluwas	____ - ____ - ____ - ____	Savior
14.	Bugay	____ - ____	blessing
15.	Simbahan	____ - ____ - ____	church building
16.	Pangamuyo	____ - ____ - ____ - ____	to pray
17.	Magsimba	____ - ____ - ____	will attend church
18.	Magpabunyag	____ - ____ - ____ - ____	will be baptized
19.	Sunod	____ - ____	to follow
20.	Malipay	____ - ____ - ____	happy/joyful

Listening

B. "Listen carefully to native speakers. Imitate what you hear" (*Preach My Gospel*, 130). During sacrament meeting, listen to the speakers in your ward and write down any new words that are difficult to pronounce. During your next language study, look up these words in the dictionary and practice your pronunciation with your companion. Repeat these words until you are able to say them clearly and fluidly.

Reading

C. Read commonly used sections of the Book of Mormon (i.e., Title Page, Introduction to the Book of Mormon, Moroni 10) to yourself during study time. Pay attention to how to pronounce long words. Practice building your reading fluency by breaking these words up into individual syllables similar to the speaking activity above.

Writing

D. Throughout the day, take note of new words or conjugations you don't understand. Try your best to spell the words out phonetically on notecards so you can look them up in the dictionary later and check your spelling. Keep these notecards with you to review the new words until they become familiar and easy to recall.

Companion

Speaking

E. Pronounce aloud the following Hiligaynon words. Pay particular attention to the stress markers. Ask your companion to listen and to provide feedback. Repeat until you feel comfortable with each word.

basâ wet	**kalahà** pan	**tu-ó** right (direction)	**mahuyâ** embarrass/shy	**dagu-ób** thunder
bahâ flood	**utód** cut	**salâ** sin/mistake	**bayò** clothes	**kasál** marriage/ wedding
gab-i night/evening	**walâ** none/without	**bugáy** blessing	**likô** to turn	**kalò** hat

Listening

F. Listen to your companion as they speak to people throughout the day, and invite him or her to do the same for you. Observe how native speakers react, how well they understand what is being said, and make a list of relevant words to work on together. Be constructive with feedback and strive to improve your pronunciation of difficult words.

Reading

G. Prepare for lessons by reviewing scriptures you may share in Hiligaynon. Practice reading aloud to focus on proper pronunciation. Ask your companion for feedback to improve your pronunciation.

Writing

H. Expand on the previous reading activity by marking words that one or both companions struggle pronouncing. While one companion slowly reads the word aloud, the other writes it out phonetically without looking. Focus on individual syllables and the breakdown of vowels and consonants.

Group

Speaking

I. Allow 20–30 minutes of practice time for this activity. With your companion, choose a lesson from chapter 3 of *Preach My Gospel* to teach to another set of missionaries that will play the role of investigators. Teach a simple three- to five-minute overview of the lesson, making sure that you and your companion are switching off teaching often and equally throughout the five minutes. The missionaries playing the role of investigators will listen and write down words that they heard throughout the lesson that were not pronounced correctly. At the conclusion of the time, ask the missionaries that were taught to kindly share the words that they wrote down with you and your companion. Discuss the words as a group. Be constructive and courteous in helping each other learn the correct pronunciations of the words. Take couple minutes to re-practice. Strive to use the correct pronunciation of the words that were pronounced incorrectly during the first practice. Ask the missionaries playing the role of investigators to share how they felt you and your companion improved. Switch roles, and repeat the entire process.

Listening

J. Telephone: Get everybody to stand in a single file line, and have the person in the front think of a sentence in Hiligaynon. Starting from the front, whisper the phrase to the next person in line until the message reaches the end of the line. The last person will say the phrase he heard loud enough for everyone to hear. Compare this to the original message to see how well everybody listened.

Reading

K. Ask each missionary to name a scripture that he or she likes. Give each missionary an opportunity to read their scripture aloud and share how it has influenced them in their lives. As they share, give them feedback on their pronunciation, and then give opportunities to re-practice.

Writing

L. For this activity you will need a whiteboard, fresh markers, and a list of hard-to-pronounce words. Split the group into two teams, and have them stand equal distances away from the whiteboard. The person with the list will speak aloud one of the words, and a person from each team will race to write the word on the board based on its pronunciation. The first one to spell the word out correctly gets a point. The team with the most points at the end of the list wins. It is up to you as a group if you would like to include stress marks on the hard-to-pronounce words. Because stress marks in written Hiligaynon are not usually used outside of dictionaries, Hiligaynon words are acceptably spelt with or without the stress marks.

Noun Markers and Pronouns: *Ang*, *Sang*, and *Sa*

Examples

The Book of Mormon testifies of Christ.	**Ang** Libro ni Mormon nagapamatuod parte **kay** Jesucristo.
As we repent, our desire to follow God becomes stronger.	Samtang nagahinulsol **kita**, mas mangin mabakod **ang** aton nga handum nga magsunod **sa** Diyos.
When we covenant with God we promise to follow Him.	Kon **kita** nagahimo **sang** kasugtanan **sa** Diyos, nagapromesa **kita** nga magsunod **sa Iya**.
When we die, we will go to the spirit world.	Kon mapatay **kita**, magapadulong **kita sa** kalibutan sang mga Espiritu.

Explanation

In Hiligaynon, all nouns have a marker. In English, the articles the and a/an are used to mark nouns. Hiligaynon uses *ang*, *sang*, and *sa* to mark the subject and other parts of the sentence. Verbs will impact which markers and pronouns you use (see chapters 13 and 14, "VAOL/R" and "Focus"). Pronouns will normally appear after the first word in any clause (see chapter 26, "Emphatic Particles and Second Position").

Subject/Focus Markers and Pronouns

- Ang marks the subject of the sentence, sometimes called the focus.
  ANG + NOUN
- Si marks names of people.
  SI + NAME
  SANDAY + NAME + NAME
- Mga, pronounced manga, makes words plural and directly precedes the word being pluralized.
  ANG + MGA + NOUN

ANG Pronouns	Singular	Plural
First Person	**Ako** *I, me*	**Kita** *We (inclusive)* **Kami** *We (exclusive)*
Second Person	**Ikaw** (or) **Ka** *You*	**Kamo** *You*
Third Person	**Siya** *He, she*	**Sila** *They, them*

Note: You might hear *siya* used loosely, sometimes meaning "it." Be careful using *siya* for inanimate objects. The most correct way to say "it" for inanimate objects is by using demonstrative pronouns (*ini*, *ina*, etc.).

	Examples	
ang ebanghelyo	si President Nelson	ang lalaki

Note: The *ang* pronouns *ako* and *kita* are often abbreviated when used in conversational speaking. The other pronouns in the list are not usually abbreviated.

Ako → 'ko
Kita → 'ta

Demonstrative ANG Pronouns	Definition and Location
Ini	This- close to the speaker
Inâ	That- far from the speaker
Yadto	That- far from both the speaker and the person being spoken to

Note: *Ini, inâ*, and *yadto* are often abbreviated as well.

Ini → 'ni
Inâ → 'nâ
Yadto → 'ato

(See chapter 34, "Conjunctions and Compound Sentences," for explanation on how to use nga with demonstrative ang pronouns.)

All ang words are used to describe the **focus** of the sentence. If using an ang pronoun (ako, kita, sila, etc.), it takes place of the ang subject marker in the sentence.

Nagpangamuyo **siya** sa Diyos. ***He/she** prayed to God.*	Nagtudlo **kami** parte sa Libro ni Mormon. ***We** taught about the Book of Mormon.*
Magbisita **ka** bala kay Bishop sa Sabado? *Will **you** visit Bishop on Saturday?*	Sagad **kamo**! ***You (plural)** are talented/experts!*
Ginhatag ko **ang** Libro ni Mormon sa iya. *I gave him/her a Book of Mormon.*	Ginsaylo **si** Elder Booth. *Elder Booth was transferred*

Ikaw VS Ka

Ikaw is only typically used when it is the first word in the phrase. In most other cases, *ka* is used. *Ikaw* is also used instead of *ka* when the word "you (singular)" stands alone in a sentence, or when the answer to a question is the word "you (singular)."

Sin-o ang magpangamuyo? **Ikaw!** *Who will pray? **You!***	**Ikaw** ang kaupod ko. ***You** are my companion.*
Kamusta **ka**? *How are **you?***	Kag **ikaw?** *And **you?***
Nagkaon **ka** na? *Did **you** already eat?*	Magsimba **ka** bala buwas? *Will **you** go to church tomorrow?*

Ko Ikaw and *Ta Ka*

A unique rule for the use of *ka* is that whenever it is preceded by the pronoun *ko*, it automatically becomes *ikaw*. Thus, you wouldn't say "*palangga* ***ko ka***" but rather "*palangga* ***ko ikaw***" (I love you). In addition to this, any situation where *ko ikaw* is acceptable, the words *ta ka* can be used as well. Therefore both "*Palangga* ***ko ikaw***" and "*Palangga* ***ta ka***" are equally correct statements. Note that sometimes *ta ka* is spelt as two separate words or as a single word, *taka*. Because *taka* is shorter than ko ikaw, *taka* is used more often than *ko ikaw*. Find other ways that *taka* or *ko ikaw* is used instead of *ko ka* by listening to native speakers and mirroring trends for using pronouns.

As a rule of thumb, *ko ka* cannot exist in Hiligaynon. To avoid this pronoun usage, choose between *ko ikaw* or *ta ka* instead of using *ko ka*. Note that the pronoun *kita* is sometimes abbreviated to '*ta*. But *ta* in *taka* is NOT an abbreviation for *kita*. For example, "*kilala* ***ta ka***" is exactly the same as saying "*kilala* ***ko ikaw***" but is not the same as saying "*kilala* ***kita ka***." The reason why "*kilala* ***kita ka***" is incorrect is because in Hiligaynon you cannot have two *ang* pronouns next to each other. *Ta ka* in Hiligaynon is used to avoid saying *ko ka* and is not a shortcut for *kita*.

Indirect Focus Marker and Pronouns

Sang marks the indirect object or actor of the sentence and can be used to mark possession (see chapter 7, "Possessive Pronouns and Markers").

- **SANG + NOUN**

Ni marks the names of people where they are the indirect object or actor of the sentence.

- **NI + NAME**
- **NANDAY + NAME + NAME**

SANG Pronouns	Singular	Plural
First Person	**Ko** I, me	**Naton** We (inclusive) **Namon** We (exclusive)
Second Person	**Mo** You	**Ninyo** You
Third Person	**Niya** He, she	**Nila** They, them

Examples

sang Libro ni Mormon	ni Sister Perez	sang misyonaryo

Note: The *sang* pronouns *naton*, *niya,* and *ninyo* are often abbreviated when used in conversational speaking. The other pronouns in the list are not usually abbreviated. Note that the abbreviation for the *sang* pronoun *naton* is the same abbreviation for the ang pronoun *kita*.

Naton → 'ta
Niya → n'ya
Ninyo → n'yo

Demonstrative SANG Pronouns	Definition and Location
Sini	This- close to the speaker
Sina	That- far from the speaker

Note: *Sini* and *sina* are often abbreviated as well. Note that these demonstrative *sang* pronouns have the same abbreviations for the correlating demonstrative *ang* pronouns.

This can create a sense of ambiguity when it comes to focus (whether it is an ang pronoun, or a sang pronoun). Listen to the natives, and note when they use abbreviations and when they don't. When in doubt, don't abbreviate.

Sini → 'ni
Sina → 'nâ

(See chapter 34, "Conjunctions and Compound Sentences" for explanation on how to use *nga* with demonstrative sang pronouns.)

The *sang* pronouns act as the indirect object or actor (not focus/subject) of the sentence. *Sang* does not appear directly before each pronoun.

Examples

Ginbaton **sang** bata ang regalo. *The child received a gift.*	Ginabasa **ko** ang libro sa ila. *I am reading the book to them.*
Importante gid nga magbasa kita **sang** Libro ni Mormon. *It is very important that we read the Book of Mormon.*	Ginpanumbalik **sang Diyos** and ebanghelyo paagi kay Joseph Smith. *God restored the gospel through Joseph Smith.*
Ginbuligan **ko** siya. *I helped him/her.*	Ginhatag **mo** bala ang yabi sa iya? *Did **you** give him the key?*

Sing Noun Marker

Sing is used the same way as the *sang* marker but is unique in that it only designates abstract or intangible things. Note that using the *sing* marker is optional because the standard *sang* marker can be used for all nouns, abstract or otherwise. This is not to be confused with the *sing* used in creating adverbs (see chapter 10, "Adjectives and Adverbs").

Examples

Wala ako **sing** kusog.
I have no strength.

Napuno sya **sing** kalipay.
He was filled with joy.

Nagpangamuyo si Enos kag nakaangkon siya **sing** kapatawaran.
Enos prayed and was able to obtain forgiveness.

Locative/Preposition Markers and Pronouns

Sa marks the location, recipient, and prepositions of the sentence (see chapter 29, "Prepositions") and can be used to mark possession (see chapter 7, "Possessive Pronouns and Markers").

- **SA + NOUN**

Kay marks the names of people. *Kanday* is the plural form of *kay*.

- **KAY + NAME**
- **KANDAY + NAME + NAME**

SA Pronouns	Singular	Plural
First Person	**sa akon** *(to) me*	**sa aton** *(to) us (inclusive)* **sa amon** *(to) us (exclusive)*
Second Person	**sa imo** *(to) you*	**sa inyo** *(to) you*
Third Person	**sa iya** *(to) him, her, it*	**sa ila** *(to) them*

diri (di')	here/this–nearest to the speaker
dira (da')	there/that–nearest to the addressee
didto ('dto)	over there/that–remote, far from both speaker and addressee

Examples

sa Diyos	sa mga propeta kag mga apostoles	kay Jesucristo	kanday Pedro kag Juan

Note: The pronoun *diri* can be abbreviated to *di'* and *didto* to 'to when used in conversational language.

Diri → di'
Didto → 'to

The *sa* pronouns mark the location or recipient of the sentence. *Sa* appears directly before this set of pronouns, unlike *ang* and *sang*, which do not appear directly before their respective pronoun sets.

Examples

Nagbasa si Maria **kay** Jesus. *Mary read to Jesus.*	Nagbasa si Maria **sa** iya. *Mary read to him.*
Importante ang Biblia **sa** pamilya ko. *The Bible is important to my family.*	Importante ang Biblia **sa** amon. *The Bible is important to us.*
Namit ang pagkaon **sa** Pilipinas. *The food is delicious in the Philippines.*	Namit ang pagkaon **diri.** *The food is delicious here.*

Note: First-person singular pronouns are genderless. For example, *sa iya* can translate to (to) *him, her*, or *it*. Use contextual clues to determine the gender of these pronouns.

Ang, Sang, Sa and *Si, Ni, Kay*

It is important to note the differences between *ang*, *sang*, *sa* and *si*, *ni*, *kay*. *Ang*, *sang*, and *sa* are used to mark generic nouns and titles. *Si*, *ni*, and *kay* are called personal noun markers and are used for names of people and animals. Using titles is part of the Filipino culture and is used to show respect. Titles can replace names without changing the grammar. For example, father is both used as a title and as a name.

Examples

Palangga ako sang tatay ko. *My father loves me.*	Palangga ako ni Tatay. *Father loves me.*
Pangulo sang Simbahan ang propeta. *The prophet is the president of the Church.*	Kilala mo bala si Bishop? *Do you know Bishop?*
Gintawag sang Diyos sanday Joseph Smith kag Russell M. Nelson. *God called Joseph Smith and Russell M. Nelson.*	Gintawag sang Diyos ang mga propeta. *God called prophets.*

Plural Pronouns and Noun Markers

Mga, pronounced *manga*, is used together with *ang, sang*, and *sa* to mark common nouns as plural.

Ang, Sang, Sa

In English, normally an "s" is added to the end of a word to make it plural, but in Hiligaynon, mga appears before a noun to make it plural. Mga will usually appear after any adjectives that are linked to nouns, and after pre-noun possessive pronouns (see chapter 7, "Possessive Pronouns and Noun Markers").

Examples

Mga misyonaryo kami. *We are missionar**ies**.*	Ginhaboy nila ang baho nga **mga** repolyo. *They threw away the smelly cabbage**s**.*
Nagtudlo ang Iya **mga** propeta sang ebanghelyo. *His prophet**s** taught the gospel.*	Magpamatuod ako sa mga utod ko sa akon **mga** email. *I will testify to my siblings in my email**s**.*

Sanday, Nanday, and *Kanday*

There are a few ways to correctly discuss multiple people by name. In the table below, *si* and *sanday* are used to keep the examples uniform. The same structure applies to *ni/nanday* and *kay/ kanday.*

Names	Examples	Explanation
si __ kag si __	si Nephi kag si Lehi *Nephi and Lehi*	Marks each name separately.
sanday __ kag __	*sanday* Nephi *kag* Lehi *Nephi and Lehi*	Same meaning as above. It just marks the first name. Use only for lists of personal nouns (names). Do not mix with common nouns.
sanday __	*sanday* Nephi *Nephi and others*	When *sanday, nanday*, or *kanday* is used with just one name, it is referring to the individual and others that accompany him or her.

Note: The most common way to discuss a group of people is to mark each name separately. While it is correct to use *sanday*, *nanday*, and *kanday*, you will find that these words may be considered archaic. Of the three, sanday and nanday are the rarest and may sound strange or unfamiliar in common speech. Use discretion in your speech so that you can be best understood.

Specifying Plural Pronouns

Use plural pronouns when you are talking about multiple people. Follow any plural pronoun with a *sang* phrase to add a specific individual(s) or group with that pronoun. Do not confuse this with marking focus, especially in sentences with object focus verbs, or with marking possession. To eliminate any ambiguity, immediately follow the pronoun with a *sang* phrase, always keep them grouped together, and follow VAOL and other structures (see chapter 14, "VAOL/R").

Examples

Ari na **kami ni Sister Andrada** sa gwa sang simbahan.
We (me and Sister Andrada) are already here outside of the church.

Nagpauli na **sila ni Elder Eyo kag ni Elder Gang.**
They (Elder Eyo and Elder Gang) already went home.

Inclusive and Exclusive Pronouns

In Hiligaynon, the pronouns we and us are expressed inclusively or exclusively.
Exclusive means the speaker includes himself or herself and others but excludes the person to whom he or she is speaking. Exclusive pronouns exist in *ang*, *sang*, and *sa* pronouns.

Examples

Mga misyonaryo **kami.** ***We*** *are missionaries. (said to non-missionary)*	Kabalo **kami** nga . . . ***We*** *know that . . . (said to someone you meet)*
Nagapati **kami** nga . . . ***We*** *believe . . . (said to non-believer)*	Pwede bala **kami** magbalik buas? *Can* ***we*** *come back tomorrow? (in setting appointments)*
Palangga ka **namon**. ***We*** *love you. (speaking to an investigator on behalf of you and your companion)*	Nagtawag ka bala sa **amon** kagina? *Did you call* ***us*** *earlier? (speaking to someone on the phone on behalf of you and your companion)*

Inclusive means first person, second person, and possibly third person. In other words, the speaker *includes* himself or herself, the person spoken to, and possibly others.

Examples

Mga misyonaryo **kita.** ***We*** *are missionaries. (said to other missionaries)*	Kabalo **kita** nga . . . ***We*** *know that . . . (giving a talk in church)*
Nagapati **kita** nga . . . ***We*** *believe . . . (talking with those of the same belief)*	Palangga **kita** sang Diyos. *God loves* **us***. (not excluding anyone)*
Kinahanglan **naton** ang Pagbayad-sala. **We** *need the Atonement. (including everyone within the sound of your voice or everyone in the world)*	Napatay Siya para sa **aton.** *He died for* **us***. (not excluding anyone)*

Note: *Pagbayad-sala* translates directly to "payment for sin." This is commonly understood in Hiligaynon when talking about the Atonement of Jesus Christ. Because the Atonement of Jesus Christ encompasses more than forgiveness of sins (it also encompasses sickness, tribulation, etc.), one might say that *Ang Pagbayad-sala ni JesuCristo* is not the most correct translation for "The Atonement of Jesus Christ." Another word for "Atonement" in Hiligaynon is *Pagpasag-uli*. This is not as easily understood by the majority of people (especially those that are not members of the church), but either *Pagbayad-sala* or *Pagpasag-uli* can be used for the word "Atonement." You choose which one you would like to use. Listen to how members of the church use, talk about, and translate the English word "Atonement" in Hiligaynon.

Activities

Personal

Speaking

A. Find or draw a picture of your family. Write down two adjectives that describe each person. Using ang pronouns, describe your family members to your companion. Challenge yourself and try to find ways to use all of the different ang pronouns. Repeat with an investigator or a ward member.

B. Your companion is new to the area. Write down three or four adjectives that describe him or her. Include things about his or her family or background. Introduce your companion in your lessons and contacts throughout the day. Get feedback on your use of pronouns. Strive to use a variety of pronouns.

Listening

C. Listen to one of the recent general conference interpretations in Hiligaynon. You may not understand all of the language being used, however, put your focus on the use of noun markers and pronouns. Answer to yourself why the interpreters may use the markers in the way they do. Notice when the markers are used to mark nouns which may be unfamiliar to you, and use your dictionary to learn new vocabulary.

Reading

D. Read the following chapters. Make note of the various markers and pronouns used in these chapters. Look for the differences in context when exclusive and inclusive pronouns are used. If there is any confusion about why a certain marker or pronoun is used, use your English scriptures alongside you and ask your companion, a teacher, or a native speaker.

Alma 60	Alma 61	2 Nephi 3	Alma 30

Writing

E. Each sentence below has at least one blank. On a separate sheet of paper, write in the correct noun marker or pronoun based on the context and translation. Check your answers after you finish. If it is a plural noun marker, make sure to include mga where needed.

Examples

Matuod ___ Libro ni Mormon. → Matuod **ang** Libro ni Mormon.
The Book of Mormon is true.

Mga ginikanan ko ___. → Mga ginikanan ko **sila.**
They are my parents.

1-4 are ang markers or pronouns

1. Wa'ay pa obra ___ Amor.
   Amor doesn't have work yet.
2. Ano ___ una nga ordinansa sang ebanghelyo?
   What is the first ordinance of the gospel?
3. Nagapati ___ bala kay Jesucristo?
   Do you (singular) believe in Jesus Christ?
4. Mabuot ___ Elder Suarez.
   Elder Suarez is kind.

5-8 are sang markers or pronouns

5. Mabakod ang pagtuo ___ Lucilita.
   Lucilita's faith is strong.
6. Palangga kita ___ Diyos.
   God loves us.
7. Gintudlo ___ ang plano sang kaluwasan.
   They taught the plan of salvation.
8. Paano ka makatudlo ___?
   How can you be able to teach that?

9-12 are sa markers or pronouns

9. Nagpakita si Jesucristo ___ Joseph Smith.
   Jesus Christ showed himself to Joseph Smith.
10. Ginbalik ang awtoridad ___ kalibutan.
    The authority was returned to Earth.
11. Magsimba ka bala ___ Dominggo?
    Will you go to church on Sunday?
12. Pwede kamo magkadto ___?
    Can you (plural) come here?

Companion



Speaking

F. Imagine three possible situations where you will meet new people today (e.g., street, bus, grocery store). Practice introducing yourself and stating your purpose for being on your mission. Role-play with your companion and get feedback on your use of noun markers and pronouns.



Listening

G. Take note of situations throughout the day when you and your companion use the ang, sang, or sa markers and pronouns. Be especially observant of how native speakers use the pronouns and compare and contrast this with your own use of this grammar principle. Discuss and practice with your companion how you can properly use these pronouns to teach effectively in your upcoming lessons.



Reading

H. Prepare scriptures with your companion that you will use in upcoming lessons by practicing reading aloud to one another. Pay careful attention to the use of noun markers and pronouns, especially inclusive vs. exclusive pronouns, as they may influence the message the scripture is trying to convey. Consult your native language scriptures to try to understand the meaning of a scripture and why the Hiligaynon pronouns are used in the way they are.

Writing

I. ". . . for I did liken all scriptures unto us, that it might be for our profit and learning," 1 Nephi 19:23. Choose scriptures with your companion that are applicable to your upcoming lessons and how they can specifically apply to those you teach. Using the correct markers and pronouns, write down summaries of each scripture in your own words so that the verse can be applied personally and specifically to each person in your upcoming lessons.

Group



Speaking

J. During district meetings invite companionships to introduce and describe progressing investigators, less-active members, and recent converts in Hiligaynon. Discuss ways to help these people progress in the gospel.



Listening

K. Meetings can be good opportunities to listen to how different people speak and use grammar. Pay close attention to how native speakers and others with well-developed language skills use ang, sang, and sa pronouns. Keep in mind that ang pronouns designate emphasis, sang pronouns designate non-focus things, and sa pronouns designate locations or a recipient of something. Write down three or four sentences you hear that contain any combination of noun markers. Try altering the sentences to change their focuses. Reflect on why the speaker said the sentence in the way he or she spoke it originally. What are potential differences in meaning that could arise from using different markers?

Writing

L. Write out sentences on the board in English using the pronouns we, us, and you. Make sure to specify whether they are singular or plural pronouns. Ask missionaries to translate the sentences using both the inclusive and exclusive forms of the pronouns. Discuss how important using the correct pronoun can be, and explain why they should be careful when translating directly from English to Hiligaynon.

Asking About and Expressing a State of Being

Purpose

This function will help you talk about what something is or what it is not; for example, what faith is, who God is, or how someone is doing. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- God **is** a merciful Being. He **is** happy when we **are** happy. (Predicate Subject)
- Was the fullness of the gospel on the earth during the Great Apostasy? (Yes/No Questions)
- **How** are your children? (Asking Specific Questions with *Kamusta*)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrine from the Lessons

- "God Is Our Loving Heavenly Father" (Who is God? What is our relationship to Him?)
- "The Great Apostasy" (What is an apostasy? Was the gospel on the earth during the Apostasy?)
- "Pre-Earth Life: God's Purpose and Plan for Us" (What was our life like before we came to earth?)
- "Our Life on Earth" (What is the purpose of life?)
- "The Atonement" (What is the Atonement?)
- "Faith in Jesus Christ" (What is faith? Who do we believe Christ is?)
- "Baptism, Our First Covenant" (What is baptism? What is an ordinance? What is a covenant?)
- "The Gift of the Holy Ghost" (Who is the Holy Ghost? What is the gift of the Holy Ghost?)
- "Live the Law of Chastity" (What is chastity?)
- "Eternal Marriage" (What are the blessings of a temple marriage?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- "Ask Questions and Listen" (How do I ask them in the language? What do I listen for? How do I know their response?)
- "Explain Priesthood Ordinances" (What is the priesthood? What is an ordinance?)
- "Extend Commitment Invitations" (How do I ask direct yes/no questions?)
- "Get to Know Someone" (Who are they? What is their family like? How are they doing? How do you greet someone?)
- "Meet Someone" (Who are they? Who am I? Where do I come from?)

Predicate Subject Sentence Structure

Examples

I know that the gospel of Jesus Christ is true.	Kabalo ako nga matuod ang ebanghelyo ni Jesucristo.
The Atonement of Jesus Christ is central to God's plan.	Sentro ang Pagbayad-sala ni Jesucristo sa plano sang Diyos.
Joseph Smith is a prophet.	Propeta si Joseph Smith.
We are His children.	Mga anak Niya kita.

Explanation

Unlike English, Hiligaynon does not have the verb "to be" (i.e., is, am, are, was, were, has been, etc.). Most sentences that use to be in English will follow the predicate subject sentence pattern in Hiligaynon, where the predicate precedes the subject.

The predicate is the word or phrase that says something about the subject. Nouns, adjectives, prepositions, and verbs can act as the predicate.

Mga misyonaryo kami. *(missionaries) (we)* *We are missionaries.*	Matuod ang Libro ni Mormon. *(true) (Book of Mormon)* *The Book of Mormon is true.*
Propeta si Russell M. Nelson. *(prophet) (Russell M. Nelson)* *Russell M. Nelson is a prophet.*	Sa balay na sila. *(at home)(already)(they)* *They are already at home.*

Note: MTC teachers commonly call this structure describer subject.

Form and Usage

Predicate subject sentences follow the pattern:

- **PREDICATE + PARTICLES + ANG/SI + SUBJECT** *(ang* marks a noun, *si* marks a name*)*

Examples

Matuod <u>ang</u> Simbahan. (true) (church) *The church is true.*	Balay sang Diyos <u>ang</u> temple. (house of God) (temple) *The temple is the house of God.*
Mga Pilipino <u>si</u> Mark kag <u>si</u> Charlie. (Filipinos) (Mark and Charlie) *Charlie and Mark are Filipinos.*	Propeta <u>si</u> Joseph Smith. (Prophet) (Joseph Smith) *Joseph Smith is a prophet.*

When negating predicate subject sentences, follow the pattern:

- **INDI + PARTICLES + PREDICATE + ANG/SI + SUBJECT**

Examples

Indi propeta si Elder Johnson. (Not a prophet) (Elder Johnson) *Elder Johnson is not a prophet.*	Indi perpekto ang mga tawo. (not perfect) (people) *People are not perfect.*
Indi matinlo ang klase. (not clean) (classroom) *The classroom is not clean.*	Indi bata si Karla. (not a child) (Karla) *Karla is not a child anymore.*

With Pronouns

Ang pronouns and sang pronouns normally follow directly after the first word in the sentence. Particles such as lang, man, na, and pa often come before the pronouns or noun markers in a sentence. See chapter 26, "Emphatic Particles and Second Position," for more information on pronoun order and particle usage. Remember, when using an ang pronoun it replaces the ang marker in the sentence.

ANG Pronouns	Singular	Plural
First Person	**Ako** *I, me*	**Kita** We *(inclusive)* **Kami** We *(exclusive)*
Second Person	**Ikaw** (or) **Ka** *You*	**Kamo** *You*
Third Person	**Siya** *He, she*	**Sila** *They, them*

Examples

Mga babaye sila. *They are girls.*	Sagad na kamo! *You (plural) are experts now!*	Kapoy lang siya. *He/she is just tired.*
Gutom pa ako. *I am still hungry.*	Mag-utod kami. *We (exclusive) are siblings.*	Mga miyembro man sila. *They are members too.*

One of the most common exceptions to this rule is that most emphatic particles will come after ka when using the ang pronoun for "you (singular)."

Exceptions

Akig ka pa? *Are you still mad/upset?*	Maayo ka man nga tawo. *You are a good person too.*
Misyonaryo ka na. *You are a missionary now.*	Kapoy ka lang. *You are just tired.*

In predicate subject sentences such as "I am a child of God," the pronoun moves to the second position in the sentence.

Examples

Anak ako sang Diyos. (child) (I) (of God) *I am a child of God.*	Maestro ka ni Brother Bautista. (teacher)(you) (Brother Bautista) *You are Brother Bautista's teacher.*
Miyembro siya sang Simbahan. (member)(he/she) (Church) *He/she is a member of the Church.*	Mga suluguon kami sang Diyos. (servants) (we) (of God) *We are servants of God.*

When negating predicate subject sentences that have pronouns, the pronouns move to the second position in the sentence. Follow the pattern:

- **INDI + PARTICLES + ANG PRONOUN + SUBJECT**

Indi ako malipayon. (not) (I) (happy) *I'm not happy.*	Indi siya gutom. (not)(he/she)(hungry) *He/she isn't hungry.*
Indi sila mga misyonaryo. (not)(they) (missionaries) *They aren't missionaries.*	Indi siya tigulang. (not)(he/she) (old) *He/she isn't old.*

Activities

Personal

Speaking

A. Translate the following simple sentences aloud by using the describer subject pattern. Check your answers.

1. She is a teacher.	5. The scriptures are sacred.
2. I am happy.	6. The Church of Jesus Christ is true.
3. We (inclusive) are children of God.	7. We (exclusive) are members of the Church of Jesus Christ of Latter-day Saints.
4. Russell M. Nelson is a prophet.	8. They are poor.

Listening

B. Listen carefully throughout the day today to when native speakers, your companion, or teachers use predicate subject sentences. Write down 5–10 sentences you hear that you feel would benefit one or more of your investigators. Practice using these sentences as you and your companion prepare to teach these investigators. Create five predicate subject sentences of your own that are similar in topic to the ones you wrote down and that will be personally meaningful to and meet the needs of one of your investigators. Practice them with your companion, then use them in your next lesson with that investigator.

Reading

C. Figure out why each sentence is not a correct predicate subject sentence and how it should be corrected. The errors are noted with an asterisk (*). Either the word is incorrect, the place in the sentence where it is located is incorrect, or a noun marker is missing. Check your answers. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Misyonero *ang Elder Clark. *Elder Clark is a missionary.*	5. *Kami mga misyonero. *We (exclusive) are missionaries.*
2. *Si Jesucristo Manluluwas naton. *Jesus Christ is our (inclusive) Savior.*	6. Amay naton sa Langit *si Diyos. *God is our Father in Heaven.*
3. Bala-an nga kasulatan *Libro ni Mormon. *The Book of Mormon is scripture.*	7. *Ako indi perpekto. *I am not perfect.*
4. *Kami mga representante ni Jesucristo. *We are representatives of Jesus Christ.*	8. Pagbayad-sala ni Jesucristo ang *wa'ay katapusan. *The Atonement of Jesus Christ is infinite.*

Writing

D. Read and ponder the section "The Book of Mormon: Another Testament of Jesus Christ" in lesson 1 of *Preach My Gospel*. While thinking about how the Book of Mormon is meaningful to you, try to write down your thoughts about the Book of Mormon in the predicate subject form. If you are unsure, check with your companion, a teacher, or a native speaker to make sure your sentences are correct. Use this as a base to help you testify of the Book of Mormon throughout the day.

Companion

Speaking

E. Say each of the following statements aloud in Hiligaynon, one after another. After saying a sentence let your companion say the opposite in Hiligaynon (using indi or taking out the word indi). Check your answers.

Keep in mind that for some of the statements below, the meaning of the statement is incorrect, and therefore needs to be negated by using indi for it to be made true. All of the statements below are correct in terms of Hiligaynon grammar, but most need to be negated before they are to be considered and taught as correct doctrine.

1. Perpekto nga kaalam ang pagtuo. *Faith is a perfect knowledge.*	5. Propeta si Elder Alberto. *Elder Alberto is a prophet.*
2. Indi masinulundon si Alma. *Alma wasn't obedient.*	6. Pareho ang simbahan naton sa iban nga mga relihiyon. *Our church is the same as other religions.*
3. Perpekto ang mga lawas naton subong. *Our bodies are perfect right now.*	7. Nami sila. *They are awesome.*
4. Isahanon kita diri sa kalibutan. *We are alone on the earth.*	8. Handa si Sister Lopez. *Sister Lopez is ready.*

Listening

F. Using the predicate subject sentence structure, you can give a testimony through simple statements of truth. Practice the grammar principle by sharing your testimonies with each other as a companionship. Take turns role playing as if you are bearing testimony to an investigator. Listen to each other's testimonies, and pay attention to how you feel. Ask for any help to correct improper sentence structures. After practicing, set a goal to share your testimony with a certain number of people for that day. If you don't reach your goal at the end of the day, set a goal to complete it the next day. When repeating this activity in the future, change a few of your predicate subject sentences to new sentences of truth to challenge yourself and broaden your ability to bear your testimony in Hiligaynon.

Reading

G. Read Alma 32:26–43 in Hiligaynon with your companion. Analyze this passage about faith being compared to a seed. Answer the following questions in Hiligaynon in your notebook, then compare notes with your companion. Take note of all the times the predicate subject pattern is used. Use it when possible in writing some of your answers.

- In these scriptures, what does the seed represent?
- How does faith develop like a seed?
- How does the faith of those who nourish it diligently compare to those who don't nourish it?
- What are the fruits of these seeds in Alma and Matthew?

Writing

H. Look up two or three scriptures that you would like to use in your next lesson. Write down predicate subject sentences from those scriptures that you feel would be applicable to the investigator you will be teaching (i.e., can meet needs they have, resolve concerns, etc.). Discuss your list with your companion, your teacher, or a native speaker to make sure you understand all of the predicate subject sentences that you found as examples. Practice sharing the scriptures you chose and the predicate subject sentences you found to teach your companion as the investigator. Then, use them during the actual lesson with the investigator.

Group

Speaking

I. As a group, pick several principles that are difficult for people to understand. For example: priesthood authority, apostasy, baptism, the Atonement of Jesus Christ, prophet. Assign two missionaries to simply describe each principle using a few predicate subject sentences. Listen to the descriptions used by other missionaries, and write down the ones you would like to use in the future. Once you have a good list of explanations, practice teaching by using the descriptive sentences you previously listed.

Listening

J. Bring a picture of your family to district meeting, and introduce your family to your district. Use predicate subject sentences to give as detailed a description as possible about your family as a whole and about individual family members. What are their physical attributes? What are their professions? Give everyone an opportunity to introduce their family. Pay attention to others as they introduce their families.

Reading

K. Create your own version of Mad Libs with your companion, and then fill in the blanks with nouns and adjectives with your companion to tell a story. Then take turns reading the stories as a group. Write down any new words that you hear and how you can use them to make predicate subject sentences. See the answer key to get an idea of what Mad Libs are if you are not familiar.

Writing

L. Before sacrament meeting, challenge each missionary to a competition to write in Hilligaynon the most comprehensive summary of a story shared in sacrament meeting. Afterwards, select one of the stories shared. Missionaries then share their summaries at the next district meeting or group gathering.

Asking Yes/No Questions Using Bala

Examples

Do you (singular) believe in God and Jesus Christ?	Nagapati ka **bala** sa Diyos kag kay Jesucristo?
Did I understand you (singular) correctly?	Eksakto*** bala** ang pagkaintyende ko sa imo?
Will you (singular) follow the example of the Savior and be baptized on (date)?	Himuon mo **bala** nga sundon ang ehemplo ni Jesucristo kag magpabunyag sa (petsa)?
Will you (plural) attend church with us on Sunday?	Magsimba **bala** kamo upod sa amon sa Dominggo?

*****Eksakto is frequently shortened to tsakto in common speech.

Explanation

In Hiligaynon, statements can be changed into yes/no questions by adding the particle *bala* to the statement. *Bala* is usually placed directly after the first word in the sentence. Use *bala* to ask yes/no questions. Yes/no questions are useful when following up on invitations and getting to know someone.

Examples

Buhi **bala** ang Diyos kag si Jesucristo? *Do God and Jesus Christ live?*	Tudloan **bala** sila sang mga misyonaryo? *Will the missionaries teach them?*
Propeta **bala** si Russell M. Nelson? *Is Russell M. Nelson a prophet?*	Nagabasa siya **bala** sang Libro ni Mormon kada adlaw? *Does he or she read the Book of Mormon every day?*

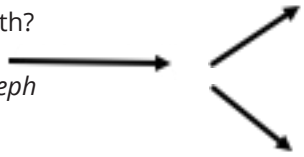
Note: *Bala* is often shortened to *ba*. *Ba* is also the way to ask a question in Tagalog. There is a level of ambiguity in Hiligaynon when *ba* is used, whether it is an abbreviation for *bala* or whether it is using the Tagalog question word *ba*. Listen and look for trends and patterns in the way that native speakers use *bala* and *ba* when asking questions. For the sake of consistency, *bala* will be used instead of *ba* in the following explanations and examples.

Answering Yes/No Questions

Most yes/no questions are answered with a simple *oo* or *wala/indi*. In Tagalog, *hindi (no)* is used for all negating responses when answering yes/no questions. For this reason, *indi* in Hiligaynon is an acceptable response for past, present, and future responses. In Hiligaynon, *wala* is most often used in negation when the sentence is past or present tense, and *indi* is most often used when the answer is future tense. The example below is answered using both simple answers and full sentences.

Nagapati ka bala nga propeta si Joseph Smith?

Do you believe that Joseph Smith is a prophet?



A1. Oo.
_____Yes.

A2. Oo, nagapati ako nga propeta si Joseph Smith.
Yes, I believe that Joseph Smith is a prophet.

A3. Wala
_____No.

A4. Wala, wala ako nagapati nga propeta si *Joseph Smith.*
No, I don't believe that Joseph Smith is a prophet.

Note: The answer for A4 is a present tense response, therefore wala is used instead of indi. Keep in mind that *indi* could also be an acceptable answer instead of *wala.*

In addition, the full negative response includes a no in addition to a negated statement. The first *wala* directly answers the question and the negated sentence which follows provides more information. This is an overly formal way to answer a question negatively. The additional *wala* is not strictly necessary and it will often suffice to respond to questions with just a yes or no rather than a full sentence. The same applies when using *indi* instead of *wala*. It is also common to respond to yes/no questions with a simple sentence that implies yes or no.

See chapter 4, "Predicate Subject Sentence Structure," for more explanation on pronoun usage in negating responses/sentences. When negating sentences that have a pronoun, the pronoun moves to the second position in the sentence (before the verb).

Answering Yes/No Existential Questions

To answer yes/no questions involving an existential phrase, do not answer by only saying *oo* or *indi*. Rather, use may *ara* for have/there is *(yes)* and *wala* or *wa'ay* for *have not/there is none (no)*. See chapter 9, "Existential Words," to learn about existential phrases.

May pamangkot **bala** kamo?
May ara bala kamo sang pamangkot?
Do you (plural) have a question?

A1. May ara.
I have.

A2. Oo, may pamangkot ako.
Oo, may ara ako sang pamangkot.
Yes, I have a question.

A3. Wala.
I have none.

A4. Wala, wala ako sang pamangkot.
Wa'ay, wa'ay ako sang pamangkot.
None (no), I do not have a question.

Note: See chapter 9, "Existential Words," for exceptions and shortcuts in asking and answering existential questions.

Using Bala With Pronouns

Bala follows directly after the *ang* or *sang* pronoun in a sentence when the pronoun is only **one syllable**. *Bala* follows directly after the first word in the sentence and before the pronoun when the pronoun is **two syllables**.

- **Single Syllable ANG Pronouns:** *'ko (abbreviation for ako), ka, siya, 'ta (abbreviation for kita)*
- **Single Syllable SANG Pronouns:** *ko, mo, nya (abbreviation for niya), nyo (abbreviation for ninyo), 'ta (abbreviation for naton)*
- **Double Syllable ANG Pronouns:** *ako, ikaw, sila, kita, kami, kamo*
- **Double Syllable SANG Pronouns:** *niya, naton, namon, ninyo, nila*

Examples

Magkadto **'ta bala** sa simbahan subong? *Are we going to go to the church right now?*	Magkadto **bala kita** sa simbahan subong? *Are we going to go to the church right now?*
Interesado **bala sila** sa mensahe namon? *Are they interested in our message?*	Ginagamit **bala nila** ang libro? *Are they using the book?*
May pamangkot **ka bala?** *Do you (singular) have a question?*	May pamangkot **bala kamo?** *Do you (plural) have a question?*

Note: Conversationally, and even in *Ang Libro ni Mormon*, single syllable pronouns like *siya* and *niya* come after *bala*. Keep in mind that many Hiligaynon "rules" always have an exception. For example, sometimes when reading the Book of Mormon aloud, or in formal speech, *siya* and *niya* are pronounced as double syllable pronouns (ex. Siya- "see ya" and Niya- "nee ya"). The flow of the sentence is what matters most. You will catch on to this in time. For consistency purposes, this book will follow the single syllable rule with pronouns and *bala*.

Using *Bala* With Pronouns and Other Particles

Particles such as *pa, na, lang, man*, etc. are often used when asking questions. Single syllable particles usually come before *bala.* Then, follow the single and double syllable pronoun rule using *bala.*

Nakakaon ka na **bala**? *Have you (singular) eaten yet?*	Nakakaon na **bala** kamo? *Have you (plural) been able to eat yet?*
May kinahanglan pa **bala** sila? *Do they need anything else?*	Nagupod man siya **bala** sa inyo? *Did he/she also join you (plural)?*
Gintawagan mo lang siya **bala**? *Did you only/just call him/her?*	Nagtawag ka lang **bala** sa iya? *Did you only/just call him/her?*

Note: In English, there is no word used to indicate when a question is being asked. To indicate that a question is being asked in English, a raised inflection of voice is used at the end of the sentence. The same can apply in Hiligaynon. When using *bala*, it is still normal to have some raised inflection at the end of the question. But sometimes *bala* is dropped and the raised inflection of voice at the end of the sentence is clear enough to indicate that a question is being asked even without using the word *bala*. Be sure that you can accomplish the emphasized raised inflection of voice at the end of the sentence when asking a question if you choose to ask the question without using *bala*.

Examples

Gusto mo gid **bala** nga magpabunyag? *Do you really want to get baptized?*	Gusto mo gid nga magpabunyag? **(with inflection)** *Do you really want to be baptized?*
Gusto mo nga magpabunyag. **(without inflection)** *You want to be baptized.*	

Other Uses of Bala

When *bala* is used with other question words (such as *ano* (what), *san-o* (when), *sin-o* (who), etc.), it adds redundancy to the question and therefore emphasizes the question being asked. This can also make the question rhetorical. Whether the question is emphasized or rhetorical is based on the person asking the question and the context in which it is asked.

Examples

Sin-o ka bala? *Who are YOU?*	Ano bala ang problema? *WHAT is the problem?*	Ano bala?! *WHAT?!*	San-o siya bala magupod? *WHEN will he/she join?*

Note: *Bala*, when used in these ways, can significantly change the mood of your question. Be careful with your tone of voice to avoid sounding aggressive or impatient when asking questions. Also see chapter 26, "Emphatic Particles and Second Position," for further use of *bala/ba.*

Activities

Personal

Speaking

A. Each sentence below has one error marked by bolded letters. A bolded asterisk means that something is missing. Write out the correct sentence, and check your answers. Practice saying the correct form of the sentence until it starts to flow naturally.

1. **Kay** imo bala ang libro nga ini?	2. Nagtudlo **si Jesucristo bala** sang layi sa mga tawo?
3. Nagsimba * si Brother Chua sang Dominggo?	4. Kinahanglan **bala mo** ang pagpabunyag?
5. Kilala **bala mo** si Moroni?	6. Nabanhaw **bala na** si Jesucristo?

Listening

B. "Actively Listen." *(Preach My Gospel,* 130*)* Get to know the members in your ward by asking them simple yes or no questions (ex: Do you have kids? Are you a convert?). Listen carefully to how they respond. Do they use full sentences, existentials, or simple one word answers? Make note of the different ways you can answer questions, and practice answering questions in a variety of ways.

Reading

C. Read the account of Ammon and King Lamoni in Alma 18 and the account of Aaron in Alma 22:4–18 *(Preach My Gospel,* 193*)*. Ammon and Aaron ask several inspired questions and were able to resolve concerns through the Spirit. Notice how they use *bala* questions. How can you ask similar questions in your teaching?

Writing

D. On a separate sheet of paper, add *bala* to each sentence in order to change them all into questions. Pay close attention to words that might affect word order and the correct placement of *bala,* such as *ko*, *ka*, and *mo*. Check your answers.

1. Nagatawag ang Diyos sang mga propeta para sa aton. *God calls prophets for us.*	6. Magsugod ako sa pagpangamuyo. *I will start praying.*
2. Importante ang pagbasa sang Libro ni Mormon. *Reading the Book of Mormon is important.*	7. Ginlansang sang malain nga mga tawo ang Anak sang Diyos sa krus. *The wicked people crucified the Son of God.*
3. Gintawag ni Jesucristo ang mga Apostoles. *Jesus Christ called the Apostles.*	8. Maayo nga ehemplo si Jesucristo para sa aton tanan. *Jesus Christ is a good example for all of us.*
4. May asawa siya. *He has a wife.*	9. Ginhatag ni Jesucristo ang awtoridad sa mga Apostoles para magbuhat sila sa ngalan Niya. *Jesus Christ gave the apostles authority to act in His name.*
5. Matutom ka sa pagbayad sang ikapulo. *You are faithful in the payment of tithing.*	10. Makabaton kita sang pagpahayag halin sa Diyos paagi sa pagpangamuyo. *We can receive revelation from God through prayer.*

Companion

Speaking

E. On page 206 of *Preach My Gospel*, there is a list of questions for the baptismal interview. These questions are appropriate to be used throughout your teaching of investigators and recent converts. Most of them are yes/no questions. Practice saying each question by using vocabulary and grammar you know. As you feel necessary, make any changes to your questions. Set a goal with your companion to use at least one baptismal question in every lesson. At the beginning of each lesson in *Preach My Gospel*, there is a list of appropriate baptismal interview questions for that lesson.

Listening

F. Choose an investigator or less-active member you are teaching. Together with your companion, role play a teaching visit, and think of several yes/no questions you could ask to better understand their experience with religion, family, and work. Focus on using bala as you formulate your questions, and listen carefully to each other and the Spirit. Use these questions as inspired in your actual teaching appointments. See the example below for ideas.

Examples

Nagapati ka bala nga propeta si Joseph Smith?
Do you believe that Joseph Smith was a prophet?

Nagapanigarilyo bala ang asawa mo?
Does your spouse smoke?

Note: "Asking too many questions, especially in your first visit, gives the impression that you are conducting an 'interrogation.' Do not ask investigators to give specific answers about unimportant or obvious details" (*Preach My Gospel*, 184).

Reading

G. Alma 5 contains a large number of questions asked by Alma while he taught people in their cities and villages. Read through the entire chapter in Hiligaynon with your companion, and highlight every time Alma uses the word bala to ask a question. Answer the questions for yourself and talk with your companion on how you can ask similar soul searching questions while you teach.

Writing

H. Write out 10 bala questions each and exchange papers. Answer each question both positively and negatively. Do not just write oo or indi, provide full sentences.

Examples

Magbasa ka bala sang Libro ni Mormon? Will you read the Book of Mormon?	Oo, magbasa ako sang Libro ni Mormon. *Yes, I will read the Book of Mormon.* Indi, indi ako magbasa sang Libro ni Mormon. *No, I will not read the Book of Mormon.*
Nabunyagan na bala si Raul? *Has Raul already been baptized?*	Oo, nabunyagan na siya. *Yes, he has already been baptized.* Wala, wala pa siya nabunyagan. *No, he hasn't been baptized yet.*

Group



Speaking

I. Practice making yes or no questions in a group by playing 21 questions. One person in the group thinks of a person, place, or thing while everyone else takes turns asking yes/no questions (in Hiilgaynon) using bala to try to guess the person, place, or thing within 21 questions or less.



Listening

J. Invite missionaries to bring pictures of their families. Take turns asking and answering yes or no questions about each other's family members.

Writing

K. Extending commitments and inviting people to act is a vital part of helping people to come unto Christ and progress in the gospel. "A commitment invitation often takes the form of a 'will you' question, which requires a yes or no response. Invitations should be specific, direct and clear" (*Preach My Gospel*, 197). Invite the missionaries to take some time to reflect on some of the commitment invitations that they have extended from their most recent teachings. Invite them to reflect on what makes a good commitment invitation, and how they can improve in inviting others to commit to live the restored gospel of Jesus Christ. Have them write down their thoughts in their journal or planner.

Kamusta

Examples

How are you doing?	**Kamusta** ka na?
How do you feel about . . . ?	**Kamusta** ang imo balatyagon parte sa/kay . . . ?
We would like to come by to see how you are doing.	Gusto namon nga maghapit para **kamustahon** ka namon.
We will come by tomorrow to see how you did.	Maghapit kami buas para **kamustahon** namon ang ginhimo mo.

Explanation

Use *Kamusta* to ask about state of being. *Kamusta* is a type 1 interrogative (see chapter 19 "Interrogatives") and it means how is/are. *Kamusta* may also be conjugated.

Kamusta as an Interrogative

Kamusta follows this form as a type 2 interrogative:

Interrogative	Subject		Preposition/Time Phrase	
Kamusta *How is/are*	ang *(subject marker)*	pagbasa ninyo *you reading*	sa Libro ni Mormon *in the Book of Mormon*	?
	si *(subject marker)*	Sister Cruz	subong *right now (today)*	
	ka/ikaw* *you (singular)*	siya *he/she/it*		
	kamo *you (plural)*	sila *they*		

*It is not common to use *ikaw* in the middle of a sentence. Usually you will hear *ikaw* placed before *kamusta* and said as "*Ikaw, kamusta?*"
Note: *Kamusta* can be shortened to just '*musta*, although this is informal.

Use the predicate subject structure to answer. The answer may also be simplified with only the predicate used in the response.

Predicate	Particles	Subject		Preposition/Time Phrase
Maayo *Good*	man *also* *(filler/softening word)*	ang *(subject marker)*	kaupod ko *my companion*	kagina *earlier (today)*
Okey *O.K.*	lang *just*	si *(subject marker)*	Elder Joseph	
Nami *awesome*	gid *really (intensifier)*	ako *I*	siya *him/her/it*	subong *right now (today)*
		kami *we (exclusive)*	sila *them*	

Person 1 Question	Person 2 Answer	Person 1 Answer
Kamusta ka na 'Nay? *'Nay, how are you now?*	Okey lang ako subong. Kamo ya? *I'm just okay today. And you (plural)?*	Maayo man kami. *We are good.*
Kamusta ang pagsimba ninyo sang Dominggo? *How was your (plural) church going on Sunday?*	Maayo gid ang pagsimba namon sang Dominggo! *Our (exclusive) church going was great on Sunday!*	Nami gid! Ngaa man? *Awesome! Why?*
Kamusta si Sister Ralph? *How is Sister Ralph?*	Okey lang siya. *She is O.K.*	
Kamusta ang pagbasa mo kagina? *How was your reading earlier today?*	Maayo man. Pero may pamangkot ako. *It was good. But I have a question*.	
Elder, **kamusta** ang pagkaon mo? *Elder, how is your food?*	Namit gid ya! Kamusta man ang pagkaon mo? *It is really delicious! How is your food?*	Indi manamit ang pagkaon ko. *My food is not so delicious.*

Common Adjectives/Phrases Used in Responses

amo man gihapon *the same as usual*	buhi pa *still alive (lightheartedly)*	Nagaginhawa pa ako. *I'm still breathing.*
kapoy *tired/exhausted*	ayos lang *good, okay*	okey lang *okay*
maayo man *fine too/also*		

Note: *Sige* (cge) is not an appropriate response to *kamusta*. If you desire to express being okay or being so-so, then use *okey*, *ayos lang*, or *okey lang.* Realize that kamusta is often considered to be a casual question and will often be met simply by saying "just okay" rather than by a deep answer of how you may actually be feeling. Also, note that lackluster responses such as "still alive" or "still breathing" are common expressions that may be used jokingly when things are actually quite fine.

Kamusta Conjugated

The interrogative kamusta may also be conjugated.

- ***Ginkamusta*** – object focus (past tense)
- ***Ginakausta*** – object focus (present tense)
- ***Kamustahon*** – object focus (future tense)
- ***Kamustaha*** – command form (object focus)
- ***Nangamusta*** – actor focus (past tense)
- ***Mangamusta*** – actor focus (present and future tense)

Examples

Palihog, **mangamusta** ka sa ila para sa amon. *Please, (you) tell them hello for us (exclusive).*	**Nangamusta** ako sa iya para kay President. *I told him hello for President.*
Tani makahapit kita sa balay nila para **kamustahon** naton sila. *Hopefully, we will be able to drop by their house to see how they are.*	Gusto mo nga **kamustahon** namon si Bro. Dudas para sa imo? *Do you want us (exclusive) to see how Bro. Dudas is doing for you?*
Palihog, **kamustaha** siya para sa akon. *Please, tell him/her hello for me.*	**Ginakamusta** ko Si Edgar para kay Bishop. *I am saying hello to Edgar for Bishop.*

Common Phrases

Greetings	Potential Responses	Farewells
Maayong aga! *Good morning!*	Maayong aga man! *Good morning also!*	Sige, mauna lang kami! *Okay, we are going to head out first.*
Maayong hapon! *Good afternoon!*	Maayong hapon! *Good afternoon!*	Sige, malakat na kami! *(said by the people leaving)* *Okay, we are leaving now!*
Maayong ugdo/udto! *Good noon!*	Maayong ugdo/udto! *Good noon!*	Halong! (said to the person leaving) *Take care!*
Maayong gab-i! *Good evening!*	Maayong gab-I man! *Good evening also!*	Makit-anay lang 'ta karon! *We will be seeing each other later (today)!*
Diin kamo halin? *Where did you (plural) come from?*	Sa merkado. *The market.*	Kita-ay 'ta liwat sa buwas! *See you again tomorrow!*
Diin kamo magkadto?* *Where are you (plural) going?*	Didto lang kami. *We are just going to go over there.*	Babay! *Bye-bye!*
Kamusta? *How are you?*	Maayo man. Kamo ya? *Good also. You (plural)?*	Sige, mapauli na kami! *Okay, we are going home now.*
Kamusta kamo dira? *How are you (plural) doing there?*	Okey lang, kamo ya? *Alright, you?*	Malakat na kami! *We are going to walk away (leave) now!*

**Diin kamo magkadto* is often shortened to just *diin kamo*.

Note: *Maayong aga, maayong hapon,* etc., are all greetings and are not used as farewells.

Maayong ugdo/ugto/udto is only a greeting slightly before 12:00 noon or slightly after 12:00 noon. For this reason, it is not as common of a greeting in comparison to the others. The slight difference in pronunciation and spelling is dependent on the region.

When *diin kamo magkadto* and *diin kamo naghalin* are asked, it is usually most appropriate to give a vague answer. For example, someone may ask "Where are you going?" and you can simply respond by saying "Just over there." These questions are simple greetings in Hiligaynon rather than specific and targeting questions. To the unfamiliar they may seem nosy, but in reality, such questions are just a polite way of acknowledging someone.

Activities

Personal

Speaking

A. Read the first bullet point under personal study on page 171 of *Preach My Gospel*. Set a goal to talk with several new people today, and get to know them and how they are doing. Use kamusta when appropriate as you continue meeting people and engaging in conversations throughout the day.

Listening

B. "Actively Listen," (*Preach My Gospel*, 130). Listen carefully throughout the day today to when native speakers use *kamusta*. Why do they use it? Do you use it in the same way? How do they respond to one another? At the end of the day, review any notes you have taken and reflect on natives' usage of *kamusta*. Set a goal to greet and meet 20 people on the street tomorrow and apply what you learned yesterday.

Reading

C. Each sentence below has a question involving how (how is/are, how many, how, or how much). Read each sentence, and identify the missing word based on the translation or context clues. Check your answers after you finish.

1. ____ kamo tanan? *How are you all?*	6. ____ ang balatyagon mo? *How do you feel?*
2. ____ si Jon-Jon? *How is Jon-Jon?*	7. ____ ang pagtuon mo? *How are your studies?*
3. ____ ka-bilog? *How many pieces?*	8. ____ ako makahibalo nga matuod ang Libro ni Mormon? *How can I know that the Book of Mormon is true?*
4. ____ ang Libro ni Mormon? *How much does a Book of Mormon cost?*	9. ____ mo lutuon ini? *How do you cook it?*
5. ____ si nanay mo? *How is your mother?*	10. ____ ang pagsimba sang Dominggo? *How was church last Sunday?*

Note: The following activity assumes that you have learned about the interrogatives: *paano* (how), *pila/tag-pila* (how many, how much, cost).

Writing

D. Consider writing to a recent convert according to the guidelines found in the Missionary Handbook. Offer encouragement and use *kamusta* to ask how things are going.

Companion

Speaking

E. Translate the following sentences aloud into Hiligaynon using *kamusta*. Take turns with your companion in translating and offering feedback on pronunciation. Check your answers after you finish. Note that there may be some minor variations in translations.

1. When we return, we will ask how your reading went.	6. How did you feel (how was your feeling) about church?
2. How are your (singular) children?	7. I will ask them how they are doing.
3. Do you know how they are doing?	8. It is important to know how their prayers are.
4. Ask Bishop Villanueva how he is doing for me.	9. Will you tell them hello for me?
5. How is your reading?	10. Bishop asked how your (plural) family is.

Listening

F. With your companion, find or draw a picture of your families. Take turns practicing introducing your own family as a whole and as individuals to your companion. Using kamusta, ask each other how each family member is doing. Repeat with an investigator or ward member in a lesson later today by following up about their family members.

G. While going through your area book and plans for the day, ask your companion how each investigator is doing. As you discuss each individual, make plans to follow up on each investigator's commitments.

Reading

H. With your companion, take one of the roles below and read through the dialogue together.

Missionary:	Maayong gab-i!
Investigator:	Maayong gab-i man!
Missionary:	Kamusta kamo dira?
Investigator:	Okey lang, kamo?
Missionary:	Okey man. Mga misyonaryo kami. Ako si E./S. Busadre. Ini ang kaupod ko, si E./S. Johnson.
After Testimony/Lesson/Commitment Invitation	
Missionary:	Lakat na kami! Magbalik kami sa Huwebes.
Investigator:	Halong kamo!
Missionary:	Sige. Salamat.

Writing

I. Read the short dialogues above. How common are these situations? What are some other ways you commonly meet people? Discuss with your companion some alternate scenarios where you may meet and greet people. Write these out as short dialogues, and practice them with your companion.

Group

Speaking

J. Imagine three possible situations of how you will meet new people today (street, bus, grocery store, etc.). Invite a companionship to practice contacting by introducing themselves, getting to know them by using *kamusta*, and stating their purpose as missionaries. Allow time for those in the group to offer feedback on the use of common greetings and *kamusta*. Then repeat the activity with a different companionship.

Listening

K. Review the progress of each companionship's investigators, including a report of the last lesson taught. As a group, listen to each companionship's report and ask constructive questions in Hiligaynon about how the lessons are received, how well commitments are kept, or how well the missionaries are preparing. Ask questions about the investigator using *kamusta*, and listen closely to the missionaries' responses in order to better understand the investigator's needs. After listening and discerning by the spirit, offer constructive feedback to the reporting missionaries on how they can help their investigator.

Review: State of Being

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking About and Expressing a State of Being

- Predicate Subject Sentence Structure
- Asking Yes/No Questions
- Kamusta

Activities

Personal



Speaking

A. Teach a lesson in under five minutes. Choose one of the lessons from chapter 3 of *Preach My Gospel*. Plan a lesson that can be taught in 3–5 minutes using the grammar principles from this section. Be sure to include your testimony of the things that you teach and questions that invite the Spirit and make the teaching more clear for the investigator. Time yourself while you teach the lesson out loud. Revise it as necessary. Try to make it as simple and powerful as you can. Invite someone you meet between appointments to listen to your message in under five minutes. Try this with the other four lessons from chapter 3. While you work on this activity you might notice that there are certain grammar principles that you are not as comfortable using. Take time to go back and review those sections so that you can incorporate them into your lesson. For more help with this activity, refer to the "Ideas for Teaching" section at the end of each lesson in *Preach My Gospel*.



Listening

B. At your teaching appointments today listen for the different questions that are being asked in the lesson and how each are responded to. Write these questions and responses in your language notebook. If the questions and phrases were not said with "*bala*," see if you can rephrase them so that they do use that word. Look for trends on how you heard questions asked that omitted the word "*bala*."

Reading

C. There are 10 blanks in the paragraph below. Read through the paragraph. Use context clues and the English translation to fill in the missing words. Check your answers.

Kabalo ako nga palangga kita sang aton Amay sa Langit. ____ ang Diyos. Kabalo man ako nga ang Manluluwas naton amo si Jesucristo. Malipayon ____ Diyos kag ____ Jesucristo kon magsunod ____ sa mga kasuguan. Kabalo ako nga matuod nga propeta si Joseph Smith. Tungod wala siya kabalo kon diin ang matuod nga simbahan, nagpangamuyo siya agud mabal-an niya kon diin ang matuod nga simbahan. Nagsabat ang Diyos sa ____. Nagpamati si Joseph Smith sa Diyos kag paagi ____ Joseph Smith ginpanumbalik ang simbahan ni Jesucristo. Kabalo man ako nga propeta ____ Russell M. Nelson. Propeta ____ subong nga adlaw. Makahibalo ang mga propeta parte ____ plano sang Diyos kag sa Iya kabubut-on paagi sa pagpahayag. Himuon mo ____ nga magpamangkot sa Diyos kon propeta si Joseph Smith kag si Russell M. Nelson?

I know that our Father in Heaven loves us. He is God. I also know that Jesus Christ is our Savior. God and Jesus Christ are happy when we follow the commandments. I know that Joseph Smith is a true prophet. Because he didn't know where to find the true church, he prayed to know which church was true. God answered him. Joseph Smith listened to God, and through Joseph Smith the church of Jesus Christ was restored. I also know that Russell M. Nelson is a prophet. He is the prophet today. Prophets learn about God's plan and will through revelation. Will you ask God whether Joseph Smith and Russell M. Nelson are prophets?

D. Read Alma 18:16–25 in Hiligaynon and English. Mark or highlight every time a question is asked in these verses.

Writing

E. Make two columns on a sheet of paper. In one column, write down every question found in Alma 18:16–25 from the reading activity above. Across from each question, in the adjacent column, write the answer to the corresponding question, if Ammon or King Lamoni provide one. Create 10 yes/no questions (other than invitations) to use in your lessons this week. Seek feedback on how you use these questions. Improve them as necessary.

F. In the conversation below there are eight bolded errors. On a separate sheet of paper, rewrite the conversation below, correcting the eight errors in it. Check your answers.

Person 1	**Person 2**
Maayong **aga** (1)! *Good afternoon!*	Maayong hapon man! *Good afternoon too.*
Kamusta **ninyo** (2) subong? *How are you (plural) doing today?*	Okey lang. Kamo? *Fine. You (plural)?*
Okey man ako. **Paano** (3) ang asawa mo? *I'm also fine. How is your wife doing?*	Okey lang. May sakit pa **niya** (4). *She is okay. She is still sick.*
Nagatulog siya __*__ (5). *Is she sleeping?*	Oo, nagatulog pa siya. *Yes. She is still sleeping.*
Kamusta (6) mo siya para sa amon kon magbugtaw na **nya** (7). *Ask her how she is for us (exclusive) when she wakes up.*	Sige. Diin ka **magkadto** (8)? *Alright. Where are you (singular) coming from?*

Companion



Speaking

G. Using predicate subject sentences and questions write a lesson plan about the First Vision. Afterwards, practice teaching the lesson which you wrote with your companion. Explain who Joseph Smith was, and what his role was in bringing forth the Book of Mormon. Be sure to include Joseph Smith's verbatim account of the First Vision from Joseph Smith-History, and at least one other scripture to support your testimony. Also include a brief explanation of what the Book of Mormon is and why it is the keystone of our religion. Include several questions throughout your lesson that are thought-provoking, and which will allow you to adjust your teaching to meet the investigator's needs. After each of you has had a chance to teach the lesson, get feedback on grammar and pronunciation.

H. Go back and review your weekly goals with your companion. For each goal, ask each other if you have accomplished it yet. Use the question word "*bala*" to do so. Answer the questions with complete sentences and discuss with each other what else you need to do this week in order to accomplish all of your goals.



Listening

I. Ask your companion to translate aloud the following English phrases. Listen to their answers and check them using the answer key.

1. How are you (singular)?
2. Do you (singular) believe in God?
3. Take care!
4. The Church is true.
5. Where are you (plural) going?
6. I am a missionary.
7. We (exclusive) are representatives of Jesus Christ.
8. Brother Ceniza is not sad.
9. He isn't happy.
10. How was your (singular) prayer about Joseph Smith?
11. Are you (singular) Catholic?
12. Are you (singular) going to read this chapter?



Reading

J. Read "The Living Christ" in Hiligaynon with your companion. Identify the use of pronouns and predicate subject sentences. After you have finished reading, turn to your companion and share your testimony of the Church, prophets, and the Savior in Hiligaynon. Make a lesson plan to teach the doctrines to a member or investigator.

Writing

K. In your language notebook describe the members of the Godhead. Separate your paper into three columns, title them Heavenly Father, Jesus Christ, and the Holy Ghost. Write at least five sentences for each column using your understanding of describer subject. Compare your list with your companion's list, and write down any new nouns or adjectives that you learn.

L. Create a lesson plan with your companion to teach "*Ang Pagpanumbalik sang Ebanghelyo ni Jesucristo paagi kay Joseph Smith*" from page 36 of *Preach My Gospel*. Include in your plan at least one sentence for each of the following concepts.

1. Predicate Subject Sentence Structure
2. Asking Yes/No Questions
3. Kamusta

Group



Speaking

M. Scenario: A young man named Edelberto attends basketball clinics at the church with his friends each week. He doesn't know very much about the Church, but he is curious about what you do as a missionary. Help Edelberto understand your purpose as a missionary. Take turns as companionships teaching about the role of missionaries. Be sure to use the describer subject pattern as you describe what a missionary is. Do not forget to ask questions to Edelberto as well. When you finish, evaluate your teaching as a group, and give constructive feedback to those who taught you.

N. Split the group into small groups of three or four. Each team member describes his or her investigators to the other missionaries in the team. For each investigator described, the other team members must ask at least one question about the investigator to the missionary. Continue taking turns describing investigators and asking questions until the time is up. Avoid repeating questions to challenge yourself.



Listening

O. Each group member takes turns in the middle of a circle, surrounded by the other members. Outside members take turn asking a question to the player in the middle until 20 questions have been asked. If a group member on the outside takes too long to ask a question during his or her turn, or asks a question already used, the outside missionary switches seats with the inside missionary and becomes the missionary to answer 20 questions in the middle of the circle.

P. Plan to teach family history to the members of the ward or branch you are serving in. Brainstorm as a group different ways to promote family history in your wards or branches. Plan a family history night in which you can provide instruction to members on how to use the Church family history tools. You may also consider arranging to have the local family history specialist come and teach. Ask three members to share their testimony and share experiences about the blessings of doing family history work. Listen for predicate subject sentences as they share experiences and bear their testimony.



Reading

Q. Conference talks are a great resource for practicing language skills. Select and print out whole or partial recent conference talks that have Hiligaynon translations on lds.org. Instead of trying to understand every word, read for a general understanding. Highlight anything that stands out to you and make note of any of the grammar principles used from this section (predicate subject sentences, yes/no questions, *kamusta*). After reading and studying the talk individually, discuss as a group the things you have learned and share a few of your highlighted sentences.

Writing

R. Assign each individual in the group a specific principle from *Preach My Gospel* to teach in Hiligaynon. Instruct them to select a person from scriptural accounts who demonstrates this principle, and then to write about that individual. Encourage all to use nouns and adjectives to describe the individual, as well as correct pronouns.

Asking About and Expressing Possession and Ownership

Purpose

This function will help you talk about to whom something belongs or what someone has; for example, whose baptism is coming up or what blessings you have in your life. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- How have you felt **His** love in **your** life? (Possessives)
- **Whose** house is that? (Ownership Questions)
- **There was no** prophet during the Great Apostasy. (Existential Words)
- God **has** a plan for us. (Existential Words)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- "God Is Our Loving Father in Heaven" (What is our relationship to God?)
- "Our Life on Earth" (Does He have a plan for us? What resources has He given us?)
- "The Great Apostasy" (What disappeared from the earth during the Great Apostasy?)
- "Through Christ We Can Be Cleansed from Sin" (Is there a way for us to become clean again?)
- "Baptism, Our First Covenant" (What is our part of the covenant we make? What is God's part?)
- "Pray Often" (How do we pray to God?)
- "Study the Scriptures" (How do the scriptures help us with problems in our lives?)
- "Live the Law of Chastity" (What does chastity include besides keeping our actions pure?)
- "Keep the Law of Tithing" (Whom does everything belong to? What do we pay 10 percent on?)
- "Observe the Law of the Fast" (How does fasting strengthen our prayers? What can we fast for?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- "Get to Know Someone" (Who are they? Who are their family members? What are their interests?)
- "Meet Someone" (Who am I? What are my interests?)
- "Obtain Referrals" (Who are their friends? What are their interests? How are they related?)
- "Offer a Prayer" (How do we express the feelings in our heart [our gratitude, thoughts, and desires] to God?)
- "Testify" (What does this church have that others do not? Are there prophets on earth today?)
- "Use the Scriptures" (Is there a verse that will address their concern? Do they already have the Book of Mormon?)

Possessive Pronouns and Markers

Examples

God has called a prophet in **our** day.	Gintawag sang Diyos ang isa ka propeta sa **aton** nga panahon.
God is the Father of **our** spirits.	Ang Diyos amo ang Amay sang mga espiritu **naton**.
God shows **his** love for us by calling prophets.	Ginapakita sang Diyos ang **Iya** nga pagpalangga sa aton paagi sa pagtawag sang mga propeta.
Jesus Christ is the Son **of** God.	Anak **sang** Diyos si Jesucristo.

Explanation

Possessive pronouns and markers show ownership. *Sang* and *sa* markers and pronouns are used to mark possession or ownership within a sentence. *Sang* phrases come after the noun, while *sa* pronouns come before and are link to the noun. There is no difference in translation between *sang* and *sa* forms of possession. As long as you use the correct form of *sang* or *sa* possession, it is up to you which one you choose to use. Native Hiligaynon speakers use both often and equally. Listen to how native speakers use *sang* and *sa* forms of possession. Try to find trends in their usage of both forms. For review on *sang* and *sa* pronouns and markers, see chapter 3, "Noun Markers and Pronoun."

Sang Form – Post Pronoun Possession

When *sang* makers or pronouns are used to mark who owns the object, the sang phrase comes after the object.

- OBJECT + **SANG** + OWNER
- OBJECT + **SANG** + *MGA* + OWNER (plural)
- OBJECT + ***SANG* PRONOUN** (owner)
- OBJECT + **NI** + OWNER NAME
- OBJECT **NI** + OWNER NAME + *KAG* + NI + OWNER NAME

Here are the sang pronouns expressing possession:

***SANG* Pronouns**	**Singular**	**Plural**
First Person	**ko** my	**naton** our (inclusive) **namon** our (exculsive)
Second Person	**mo** your	**ninyo** your
Third Person	**niya** his, her, its	**nila** their

Note: Keep in mind that Hiligaynon *sang* pronouns are the same pronouns used for *sang* possession pronouns. The only difference is that English meanings change slightly when the *sang* pronouns are used for possession. For example, "*ko*" as a *sang* non-focus pronoun means "I/me," and "*ko*" as a *sang* possession pronoun means "my." Use context clues to understand when the *sang* pronouns are being used as non-focus pronouns and when they are being used as *sang* form possession pronouns. You can have an unlimited amount of *sang* markers and *sang* pronouns in a sentence at a time, whether they are being used for non-focus, possession, or a mixture of the two.

Examples

Nagbasa ako sang Libro **ni** Mormon. *I read the Book **of** Mormon.*	Nagbayad-sala si Jesucristo para sa mga sala **sang** mga tawo. *Jesus Christ atoned for mankind**'s** sins.*
Makabatyag kita sang pagpalangga **sang** Diyos. *We (inclusive) can feel God**'s** love.*	Balay **ni** Jessa kag **ni** JeJe. *Jessa ang JeJe**'s** house.*
Pwede ka bala maghatag sang bolpen **ni** Peter sa iya? *Can you (singular) give Peter**'s** pen to him?*	Palangga ko ang pamilya **ko**. *I love my family.*
Kaupod **mo** si Sister Respicio. *Sister Respicio is **your** (singular) companion.*	Tuod gid ang regalo **sang** mga hinambalan. *The gift **of** tongues is real.*
Ano ang mga pamangkot **ninyo**? *What are **your** (plural) questions?*	Paagi sa pagbayad-sala **ni** Jesucristo. . . *Through the Atonement **of** Jesus Christ. . .*
Welcome sa ward **namon**! *Welcome to **our** (exclusive) ward!*	Ano ang plano **naton** subong? *What is **our** (inclusive) plan now?*

Note: A common error in using the *sang* form of possession is when *sang* pronouns and *ang* pronouns are confused and used in place of the other. Be diligent in your memorization of all *ang, sang*, and *sa* pronouns from the beginning of your study of Hiligaynon. This will greatly benefit your ability to use correct Hiligaynon grammar and be understood by the people that you interact with and teach. Below are a few examples of the way the Hiligaynon meaning changes when changing between *ang* pronouns and *sang* pronouns. To be clear, only *sang* pronouns are correct when using post-pronoun possession.

Examples

***ANG* pronouns (Describer Subject)**	***SANG* pronouns (Possession)**
Tatay **siya**. ***He** is a father.*	Tatay **niya**. ***His** father.*
Mga Amerikano **sila**. ***They** are Americans.*	Mga Amerikano **nila**. ***Their** Americans.*
Mga misyonaryo **kamo**. ***You** (plural) are missionaries.*	Mga misyonaryo **ninyo**. ***Your** (plural) missionaries.*

Sa Form – Pre-Noun Possession

When *sa* pronouns are used to mark who owns the object, the *sa* pronouns come before the object with the linker *nga*. It is common for the linker *nga* to be omitted when using the *sa* form of possession. In fact, *sa* possession is so much more common that it may seem to be the rule rather than the exception. However, for practice, it is encouraged to use the linker *nga* to fully understand its use before omitting it entirely in your speech. Note that native speakers will likely use the *sa* form of possession without the linker *nga*.

(*****) See **note** below.

- ***SA* PRONOUN** (owner) + *NGA* + OBJECT
- ***SA* PRONOUN** (owner) + *NGA* + *MGA* + OBJECT (plural)
- ***KAY** + NAME + *NGA* + OBJECT
- ***KAY** + NAME + *KAG* + **KAY** + NAME + *NGA* + OBJECT

Here are the *sa* pronouns expressing possession:

***SA* Pronouns**	**Singular**	**Plural**
First Person	**akon** *my*	**aton** *our (inclusive)* **amon** *our (exclusive)*
Second Person	**imo** *your*	**inyo** *your*
Third Person	**iya** *his, hers, its*	**ila** *their*

Note: Keep in mind that Hiligaynon *sa* pronouns change slightly when they are used as *sa* possession pronouns. When *sa* pronouns are used as location/recipient pronouns, the marker *sa* appears directly before the pronoun set (unlike *ang* and *sang* markers and their respective pronouns). When *sa* pronouns are used as possession pronouns, not only does the meaning change due to context (see *"Sang* Form- Post-Pronoun Possession note) but the *sa* marker no longer applies. This is because possession phrases (*sang* or *sa* form) can be part of the focus, the non-focus, or location/recipient part of the sentence. The respective noun markers (*ang, sang,* or *sa*) will be coupled with the possession phrases (*sang* or *sa* form) depending on the role they play in the sentence (focus, non-focus, or location/receiver). See chapters 14–17 on focus for further explanation.

Examples

Ano ang **<u>inyo nga</u>** mga pamangkot? *What are **your** (plural) questions?*	Ano ang **<u>aton nga</u>** plano subong? *What is **our** (inclusive) plan now?*
Welcome sa **<u>amon nga</u>** ward! *Welcome to **our** (exclusive) ward!*	***<u>Kay</u>** Jessa kag **<u>kay</u>** Juan **<u>nga</u>** balay. *Jessa and Juan**'s** house.*
Paagi kay Jesucristo kag sa **<u>Iya nga</u>** Pagbayad-sala, maluwas kita. *Through Jesus Christ and **His** Atonement, we will be saved.*	Palangga ko ang **<u>akon nga</u>** pamilya. *I love **my** family.*
<u>Akon nga</u> libro 'na. *That is **my** book.*	***Ang mga bulak **<u>nga ina kay</u>** Sister Hernandez. *Those flowers are Sister Hernandez**'s**.*

***Note:** When using the *sa* form of possession with a name, there are multiple variations of sentences using "kay" that are acceptable. For example, "kay Michael ang libro" is a shortened and more informal version of saying "<u>ang libro nga ina kay Michael</u>" or even the less common "<u>kay Michael nga libro ina.</u>" To better understand these shortcuts and variations of using "kay" when expressing ownership, listen to native speakers and ask for feedback.

Pronouns: *SANG* vs *SA*

Post-noun and pre-noun possessive phrases have the same meaning. Post-noun possessive phrases are common in speech, while pre-noun possessive phrases tend to be more common in written language, like the scriptures. Both are correct.

English	Post-Noun (*SANG*)	Pre-Noun (*SA*)
my dog	ido **ko**	**akon** nga ido
her companion	kaupod **nya**	**iya** nga kaupod
our (exclusive) church	simbahan **namon**	**amon** nga simbahan
your (plural) children	mga bata **nyo**	**inyo** nga mga bata
their food	pagkaon **nila**	**ila** nga pagkaon
His commandments	mga kasuguan **Nya**	**Iya** nga mga kasuguan
Jack's cat	kuring **ni** Jack	**kay** Jack nga kuring
child of God	anak **sang** Diyos	(no equivalent)
Book of Mormon	Libro **ni** Mormon	(no equivalent)
the person's testimony	pagpamatuod **sang** tawo	(no equivalent)

While both forms of possession are correct, using strictly one or the other can make word flow awkward and unnatural. Listen to native speakers to find patterns of when to alternate between the two.

Activities

Personal

Speaking

A. Practice describing your family aloud. Take a moment in a lesson today to introduce your family to an investigator and share how the gospel has blessed your life.

Examples

Nanamian ang manghod **ko** sa paglangoy.	Ina ang bana **sang** magulang **ko**.
My younger sibling likes swimming.	That is **my** older sister**'s** husband.

Listening

B. Understanding whether to use pre-noun possession or post-noun possession can be difficult because although they can be used interchangeably to create grammatically correct sentences, you will find that using either *sa* or *sang* possession exclusively creates clunky sentences that can sound awkward to native speakers. Listen carefully to how native speakers use *sa* and *sang* possession differently. Write down 8–10 sentences for each type of possession you hear, and practice saying them as you heard them. Notice how changing the type of possession in these sentences would alter the flow of speech.

Reading

C. Read each sentence carefully. Figure out why each sentence is wrong based on the bolded error. Check your answers. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. May plano ang **sa** aton nga Amay sa Langit para sa tanan.
   Our Father in Heaven has a plan for all.
2. Pwede bala kami magbalik sa balay **inyo**?
   May we (exclusive) return to your house?
3. Napatay ang tatay **siya**.
   His/her father died.
4. Nabunyagan bala ang **ninyo** nga nanay?
   Was your (plural) mother baptized?
5. Manluluwas **aton** si Jesucristo.
   Jesus Christ is our Savior
6. Nagapasalamat ako para sa **mga akon** bugay.
   I am thankful for my blessings.
7. Dapat kita nagapamati sa **nila** mga ginahambal para mangin malapit kita sa Diyos.
   We should be listening to the things they are saying so that we can draw nearer to God.
8. Ginpadala sang Diyos ang mga propeta **Iya** para magtudlo sang ebanghelyo.
   God sent His prophets to teach the gospel.

D. Read each sentence. On a separate sheet of paper, write the possessive pronoun that would complete each sentence. Check your answers.

Examples:

Sentence: Sino ang ____ (your, plural) propeta?	Answer: inyo nga
Ini ang Biblia ____ (their).	Answer: nila

1. Diin ang mga ginikanan ____ (your, singular)?
   Where are your parents?
2. Si Jesucristo ang ____ (our, inclusive) Manluluwas.
   Jesus Christ is our Savior.
3. Magtawag ako sa ____ (my) pamilya.
   I will call my family.
4. Kaupod ____ (her) si Sister Oliveros.
   Sister Oliveros is her companion.
5. Amigo ____ (my) ikaw.
   You are my friend.
6. Magbisita kamo sa bishop ____ (your, plural)?
   Will you visit your bishop?
7. Sino ang maestro ____ (their)?
   Who is their teacher?
8. Ano ang ____ sud-an? (our, inclusive)
   What is our main dish/entrée/viand?

Writing

E. On a separate piece of paper, change the following phrases using post-noun possessive noun markers to use post-noun possessive pronouns and pre-noun possessive pronouns. Check your answers.

Example:

Phrase: Bolpen ni Elder Molina.

Elder Molina's pen.

Answer: Using *sang*: **bolpen niya**; Using *sa*: **iya nga bolpen**

1. Pagbayad-sala ni Jesucristo
   Atonement of Jesus Christ
2. Ido ni Doug kag ni Angela
   Doug and Angela's dog
3. Palananawon ni Joseph Smith
   Joseph Smith's Vision
4. Espada ni Laban
   Laban's sword
5. Sakripisyo ni (your name)
   (Your name)'s sacrifice
6. Mga pagpamatuod sang mga apostoles
   The apostles' testimonies
7. Bata ni Maria kag ni John
   Maria and John's child
8. Mga pamilya ni (your name) kag ni (your companion's name)
   (Your name) and (your companion's name)'s families.
9. Simbahan ni Jesucristo
   Jesus Christ's church

F. On a separate sheet of paper, translate the following phrases using *sang* markers or pronouns and *sa* pronouns to mark possession. Check your answers after you finish. For terms with multiple translations, just focus on using the appropriate *sang* marker or pronoun or *sa* pronoun.

Example:

Phrase: our (exclusive) language

Answer: Using *sang*: **linggwahe namon**; Using *sa*: **amon nga linggwahe**

1. our (inclusive) Father
2. your (plural) children
3. our (exclusive) message
4. my prayer
5. their lives
6. her question
7. His plan
8. your (singular) younger sibling
9. my decision

For the following phrases, only use post-noun possession.

10. Book of Mormon
11. word of God
12. sword of Laban
13. God's will
14. members of the Church
15. Laman and Lemuel's brother

Companion



Speaking

G. Read the sentence aloud to your companion, and then repeat the sentence using the other form of possession. For example, if the sentence is written using the *sa* form of possession, change it to the *sang* form of possession. Check your answers. For any questions that you miss, write at least two sentences that you could use in your teaching today that uses the correct form of the word.

1. Mga bata Niya kita.
   We are His children.
2. Nagbayad Siya para sa aton nga mga sala.
   He atoned/paid for our sins.
3. Kinahanglan naton ang Iya nga grasya.
   We need His grace.
4. Basahon ko ang inyo nga mga ginsulat.
   I will read what you wrote.
5. Bata ko siya.
   He/she is my child.
6. Propeta namon si Russell M. Nelson.
   Our prophet is Russell M. Nelson.
7. Parte bala sa pagbunyag ang inyo nga leksyon karon?
   Your lesson later is about baptism?
8. Ginbalik namon ang ila nga mga gamit.
   We returned their things/tools.

H. Look around your apartment. Make a list of 10 things that belong to you and 10 things that belong to your companion. Using the principles in this section, practice saying who owns what.



Listening

I. Scenario: You've been teaching Caesar Santianes for a couple of weeks. The last time you visited him, he had not read from the Book of Mormon because his son had been feeling sick. First, follow-up on how his family is doing. Second, follow up on his commitments.

Example: Kamusta ang **imo nga** pamilya? Diin ang Libro ni Mormon **mo**?

J. Scenario: You have just taught the Dela Cruz family for the first time. They really felt the Spirit and committed to a specific baptismal date. They are excited about the gospel and want to tell their family about it. Ask for referrals from the Dela Cruz family by asking them specific questions about their family and friends.

Example: Malapit bala ang pakaisa **mo**? Interesado bala ang **inyo** mga abyan?



Reading

K. Read Alma 34:20–28. Write down all of the examples of possessive pronouns that you see. Create a lesson plan about prayer for one of your investigators, and include these verses as inspired. Personalize the scriptures to your investigators, and include a commitment to pray daily. Practice teaching with your companion as if you were teaching your investigator.

Writing

L. Think of an investigator that might be struggling to follow a specific commandment. Make a list of several blessings that you and your family have received through keeping this commandment. Describe them to your companion, paying attention to the proper use of possessive pronouns and markers. Include this testimony in a lesson with this investigator.

Group

Speaking

M. Practice talking about your new investigators as you would during a ward council meeting. Tell what you know about their children, friends, job, hobbies, etc. using the appropriate possessive pronouns. Get feedback from your companion. In the next ward council or ward coordination meeting, introduce any new progressing investigators.

N. Scenario: While walking to your next appointment, you see a man waiting for a bus. You invite him to listen to your message. His response to you is that all religions teach about God, and that it doesn't matter what religion we belong to as long as we believe in God. With your companion, practice testifying to the man that you know there is a God, He is our Father in Heaven, and He has a plan for us. Take turns being the missionary and practice with your companion. Once finished, switch roles and do it again. Take about two to three minutes for each companion.

Listening

O. Invite a recent convert to attend district meeting to share their conversion story or some experiences about how their life has been blessed by following the commandments and making sacred covenants with God. Listen carefully to their stories, and write down any impressions you receive that can benefit your investigators in your own area.

Reading

P. Read 3 Nephi 18:21. Write down all the possessive pronouns. Check your answers. Pair up with another companionship and use this verse as you and your companion practice teaching the other companionship the importance of family prayer. Change the plural pronouns into singular or personalize the scripture otherwise to fit one of your investigator families. Get feedback from the group and repeat.

Writing

Q. Make a list of several blessings you have received through obeying specific commandments (the law of tithing, Word of Wisdom, etc.). Share a few of your experiences as a group, and discuss how you can promise similar blessings to your investigators as directed by the Spirit.

Ownership Questions

Examples

I know **in whom** I have trusted.	Nahibalan ko kon **kay sin-o** ako nagasalig. (2 Nephi 4:19)
To whom will ye flee for help?	**Kay sin-o** kamo magapalagyo sa pagpakitabang? (2 Nephi 20:3)
To whom is the arm of the Lord revealed?	**Kay sin-o** ginapahayag ang butkon sang Ginuo? (Mosiah 14:1)
By **whom** shall I comfort thee?	Paagi **kay sin-o** nga paumpawan ko kamo? (2 Nefi 8:19)

Explanation

Use *kay sin-o* and *sa/kay* phrases to ask and answer questions about ownership and possession. These phrases are placed before the noun markers, particles, and object of the sentence.

Kay Sin-o Interrogative Structure

Kay sin-o is an interrogative that is used to determine ownership, possession, and the benefactor of the sentence. *Kay sin-o* means "whose," "to whom," or "who currently has."

- **KAY SIN-O** + *ANG* + OBJECT?

The answers follow:

- ***SA*** + NOUN (owner)
- ***SA*** + *MGA* + NOUN (owner)
- ***SA*** + PRONOUN (owner)
- ***KAY*** + NAME (owner)
- ***KAY*** + NAME (owner) + *KAG* + ***KAY*** + NAME (owner)

***SA* Pronouns**	**Singular**	**Plural**
First Person	**sa akon** *mine*	**sa aton** *ours (inclusive)* **sa amon** *ours (exclusive)*
Second Person	**sa imo** *yours*	**sa inyo** *yours*
Third Person	**sa iya** *his, hers, its*	**sa ila** *theirs*

Examples

Questions	Possible Answers
Kay sin-o ang *Preach My Gospel* nga ini? ***Whose** Preach My Gospel is this?*	Daw **kay Elder Villanueva** 'na. *I think it is **Elder Villanueva's.***
Kay sin-o ang sapatos nga ina? ***Whose** shoes are those?*	**Sa akon** ang sapatos. *The shoes are **mine**.*
Kay sin-o ini haw? ***Whose** is this (softener)?*	**Sa akon** 'na. ***Mine**.*
Kay sin-o ang blue nga payong? ***Whose** blue umbrella?*	**Sa kaupod ko** 'na. *That's **my companion's.***

Note: *Kay sin-o* sometimes is changed to *sa kay sin-o*. This use of *kay sin-o* (adding *sa* to make it *sa kay sin-o*) is poor grammar usage but is commonly used among natives, especially younger generations. Listen to the way native speakers use *kay sin-o* and *sa kay sin-o* to see when *sa kay sin-o* is used or when it is appropriate to use.

Use of *Kay Sin-o* with a Preposition

Kay sin-o can also be used with prepositions to ask questions. Prepositions normally appear with *sa* phrases (see chapter 29, "Prepositions"). Example: instead of *para sa sin-o*, *para kay sin-o* is used to ask "for whom" or "who for." Using *kay sin-o* with prepositions will expand your list of potential questions.

- **Para kay sin-o?** → *For whom?*
- **Paagi kay sin-o?** → *Through whom?*
- **Upod kay sin-o?** → *With whom?*
- **Tungod kay sin-o?** → Because of whom?
- **Parte kay sin-o?** → About whom?

Note: Prepositions can sometimes be left out of the sentence but carry the same meaning as if they were included. To illustrate this, the preposition in the examples below will be indicated with (parentheses).

Examples

Questions/Sentences	Possible Answers
(Para) kay sin-o ang mga papel nga ini? ***For whom** are these papers?*	**(Para) kay** Roger ina. *They are **for** Roger.*
Tungod kay sin-o natabo ina? *That happened **because of whom**?*	**Tungod kay** Elder Peralta. ***Because** of Elder Peralta.*
Para kay sin-o ang Pagbayad-sala ni Jesucristo? ***For whom** is the Atonement?*	**Para sa** aton tanan. ***For** all of us.*
Halin kay sin-o ang regalo mo? ***From whom** is your gift?*	**Halin sa** nanay ko. ***From** my mom.*

Answering *Kay Sin-o* Questions: Sa Pronoun with *Sang* Noun Marker

Instead of answering "it's theirs," "it's ours," etc., you can specify by saying who it belongs to.
It does not make sense to use this for singular *sa* pronouns (*akon* or *imo*). The pronouns have to be plural.

Examples

Questions	Possible Answers
Kay sin-o ang bayo?	**Iya sang** tupad balay ko. *His of the neighbor.* *It is his, my neighbor's.*
Kay sin-o ang salakyan?	**Ila sang** Pulis. *Their's of the Police.* *It is their's, the Police's.*
Kay sin-o ang apartment?	**Amon ni** Sister Jones 'na. *That is ours (exclusive) (including Sister Jones).*
Kay sin-o ang mga libro nga ini?	**Aton sang** Bacolod Misyon ang mga libro nga ina. *Those books are ours (inclusive), the Bacolod Mission's.*

Sa with *Bala*

Used when you have a conjecture whom the object belongs to or who currently has the object.

Examples

Questions	Possible Answers
Sa imo bala ang palda? *Is the skirt **yours**?*	Indi, **sa akon** nagligad nga kaupod ang palda. *No, the skirt is **my** last companion's.*
Kay Bon-Bon bala ang bayo nga ina? *Are those clothes Bon-Bon'**s**?*	Oo, **iya** nga bayo ina. *Yes, those are **his** clothes.* Indi, **kay** Eddie. *No, Eddie**'s**.*
Sa ila bala ang ido? *Is the dog **theirs**?*	Ambot, basi **kay** Eddie ang ido nga ina. *I don't know, maybe that dog is Eddie's.*
Sa inyo bala ang libro, ukon **kay** Angela 'na? *Is the book **yours** (plural), or is it Angela'**s**?*	**Kay** Angela 'na. *It's Angela'**s**.* **Sa amon** 'na. *It's **ours** (exclusive).*

Note: Sometimes, you may hear native speakers skip the *sa* when expressing possession or ownership. This is informal, but common.

Examples

Akon 'na! *That's **mine**!*	Indi 'ni **akon** ya! *It's not **mine!** (exemplifying expression)*	**Iya** kita nga mga misyonaryo. *We are **His** missionaries.*

Activities

Personal

Speaking

A. "Learn Grammar," (*Preach My Gospel*, 130). In English, prepare 5–10 sentences questioning possession that you can use in your scheduled activities today. Translate them into Hiligaynon, and write down any new or unfamiliar words you learn. Have your companion or a native speaker check them for accuracy and then practice using them throughout the day.

Listening

B. "Actively Listen," (*Preach My Gospel*, 130). Listen to how the natives in your mission use *kay sino* and other phrases from this chapter. Write down any phrases they use that you would not have used. Distinguish between which are possession questions and which are preposition questions. Review these phrases with your companion at the end of the day.

Reading

C. Read 2 Nephi 7:1 in Hiligaynon. These verses come from the prophet Isaiah as he speaks messianically. In this verse, there are a number of rhetorical questions about ownership and possession. Read the verse carefully and ponder on the meaning of the questions. Answer the following questions, which are answered in the verse. If necessary, refer to your native language scriptures for help.

1. Who sold the people in this verse?
2. Why were they sold?
3. What are the consequences of transgression?
4. What gospel principles do you see applied in this verse?

D. Read Mosiah 15:11–12 in Hiligaynon, and answer the following questions.

- Kay sin-o ang ginharian sang Diyos?
- Kay sin-o kita dapat magpamati agud mangin Iya kaliwat?
- Para kay sin-o ang mga pagpahayag sang Diyos?
- How do these questions and their answers apply to those you teach? How can they be used to illustrate the importance of prophets?

Writing

E. On a separate sheet of paper, write the correct question word or phrase (kay sin-o or sa/kay (name) bala) that would complete each sentence. Check your answers.

1. ___ ang kotse nga ina?
   Does that car belong to Brother Angelo?
2. ___ 'na?
   Whose is that?
3. ___ ang singsing nga ina?
   Is that your grandmother's ring?
4. ___ ang korbata nga ina?
   Is that Elder Mendoza's necktie?
5. ___ ang ido nga ini?
   Whose dog is this?
6. ___ ang bola nga ina?
   Is that the Church's ball?
7. ___ ang bolpen?
   Is the pen yours (singular)?
8. ___ ang pagkoan?
   Is the food ours (inclusive)?
9. ___ ang mga antipara?
   Are the glasses ours (exclusive)?

F. Write down the correct form of each sentence. Keep in mind that each sentence has one or more error that is **bolded**. Check your answers. For any questions that you miss, write at least two sentences that you could use in your teaching today that use the correct form of the word.

1. Kay sin-o **sang** bolpen nga ini?
   Whose pen is this?
2. **Sa** sin-o ginhatag **ninyo** ang Libro ni Mormon? **(pronoun placement is wrong for *ninyo*)**
   To whom did you (plural) give the Book of Mormon?
3. ___ kay sin-o ang inyo ginaistoryahan?
   *Who are you talking **about**?*
4. Sa Iya ___ Simbahan nga ini. **(noun marker is missing)**
   This is His Church.
5. Kay sin-o ___ korbata? **(noun marker is missing)**
   Whose tie?
6. **Sa** Elder Smith 'na.
   That's Elder Smith's.
7. **Ini ang ni** Sister Bautista.
   This is Sister Bautista's.
8. Kay sin-o magsakay **kita**? **(pronoun placement is wrong)**
   With whom will we ride?

Companion

Speaking

G. With your companion, translate the following dialogues into Hiligaynon. Check your answers after you finish.

Example:
Q: Who owns that store? A: Marites. → **Q: Kay sin-o ang tiyangge nga ina? A: Kay Marites.**

Questions	Possible Answers
1. Whose bag is this?	Not mine.
2. Whose is that?	It is Merilee's.
3. Who does this sock belong to?	That is Elder Williams'.
4. Is that your pencil?	Yes, it is mine.
5. Who is the letter to?	It is for my parents.
6. Who is the letter about?	It is about Abigail.
7. Whose house is this?	It is John Rey's.

H. Look around your apartment. Make a list of 10 items that lie around the apartment. Have your companion make a similar list. Using the principles in this section, practice asking and expressing who owns each item. This may also be done in other settings with your companion or a member.

Listening

I. Scenario: One of you just received a call letting you know you will be transferring the next day. Some of your things have been mixed up with your companion's possessions during the time you have been together. Practice as if you were really trying to differentiate ownership of some common items that might be mixed up or forgotten in your apartment (ex: pens and pencils, small articles of clothing, etc.). Listen to each other, and correct one another on any grammatical errors in asking and telling about ownership.

J. Scenario: You are preparing to teach the lesson of the Restoration to John Mark for the first time when you hear him comment that he believes all religions are the same and it doesn't really matter where he goes to church. Teach the principles from the lesson that will help John Mark understand priesthood authority and the importance of the organization of Jesus Christ's church. Use ownership phrases to emphasize whose priesthood you are discussing and whose church it is that has that authority and organization.



Reading

K. Along with your companion, search the scriptures for verses that could be used in a lesson as described in the previous scenario. Create a full lesson plan about the Restoration that is focused on one of your current investigators. Note ownership statements and questions that you come across as you read with your companion.

Writing

L. Think of 10 ownership questions that you and your companion can use in different lessons throughout the day. Write these down on notecards, and take turns asking and answering the questions throughout the day.

Group



Speaking

M. Ask each person in the group for a small personal possession that they can easily recognize. After collecting the items from each person, mix them up together and use the grammar principles from this chapter to figure out who owns what to return the items to their original owners. Switch off using *kay* and *sa* with *bala* as you ask the group aloud who the owner of the items are.

N. Invite everybody to bring a picture or to draw one of his or her family, preferably one without him or her in it. Collect the pictures in a box and pick one picture at a time at random. Ask a person in the group who the picture belongs to as if you were unaware. If he or she can't guess who the owner is based off of the picture, have the owner claim it as his or her own.



Listening

O. When mail is received and distributed at meetings, listen carefully to the way the missionaries use ownership phrases to sort through the mail. If they are speaking in English, think about how you would translate the English phrases into their Hiligaynon equivalents.

Reading

P. Write the following statements of ownership on the board. Instruct those in the group to form questions that would have the written statements as their answers. There are likely to be multiple correct answers for each statement. Check your answers.

Example:

Original: Kay Elder Green ang relo nga ina. *That watch is Elder Green's.*	Kay sin-o ang relo nga ina? **or** Kay Elder Green bala ang relo nga ina?

1. Kay Brother Miñosa ang salakyan.
   The vehicle is Brother Miñosa's.
2. Sa propeta ang mga yabi sang priesthood.
   The Priesthood keys belong to the prophet.
3. Kay Jesucristo ang gahum.
   The power is Jesus Christ's.
4. Sa akon 'na.
   That is mine.
5. Para sa ila ang mga sulat.
   The letters are for them.
6. Kay Bishop Villegas ang yabi sang chapel.
   The chapel's key belongs to Bishop Villegas.
7. Kay Brother Eduardo ang record sang pagpabunyag.
   The baptismal record is Brother Eduardo's.
8. Sa aton ang awtoridad para magwali.
   The authority to preach is ours (inclusive).

Writing

Q. Discuss the principle of stewardship and how the Lord expects us to be stewards. Reflect on the talents, blessings, and responsibilities you have been given. Who do these things belong to? How can you better become consecrated in serving the Lord? Write down (in Hiligaynon) your thoughts concerning these questions in your journal.

Existential Words

Examples

There are different kingdoms of glory.	**May** lain lain nga mga ginharian sang himaya.
Without the Atonement of Jesus Christ. . .	Kon **wala** ang Pagbayad-sala ni Jesucristo. . .
We **have** the following announcements.	**May ara** kita sang masunod nga mga pahibalo.
On Friday, we **have** ward council.	Sa Biyernes, **may** ward council kami.

Explanation

Existential words are used to express *having* an object and an object *existing*. In Hiligaynon, there are no verbs "had," "have," or "has" as in English. These existential words in English (*had, have, has, will have*) are different tenses (past, present, future). In Hiligaynon, existential phrases/questions do not have any tense (past, present, future).

Existential phrases have their own structure. This section explores the use of the following existential words:

may *have/there is*	**may ara** *have/there is*
wala/walay/wa'ay *have none/there is none*	**damo** *have many/there are many*

Note: *Wa'ay* is short for *walay*. *Walay* is not used as often as *wala* or *wa'ay*. *Wala* and *wa'ay* are used equally. Listen to how native speakers use *walay, wala,* and *wa'ay*. Look for situations where one is used more often than the others.

- *May ara, damo, wala/wa'ay* can each stand alone as a simple statement or answer, but *may* cannot.
- *Oo* and *indi* alone are not valid answers when answering existential questions. You need to include *may, may ara,* or *wala/wa'ay* in your answer.

May

May follows a different pattern than the other existential words. It is a simplified form of *may ara*, but cannot stand alone from its object like *may ara, damo,* and *wala/wa'ay* can.

Using *May* with a Subject

When *may* is used with a subject, it means "has" or "have."
Note that the *ang* in existential sentences is the POSSESSOR rather than the object. You want to focus on the person, thing, or pronoun that is possessing rather than the thing that is owned/possessed/exists. This is important in order to use *may/may ara/wala/wa'ay/damo* sentences correctly.

- **MAY** + OBJECT + PARTICLES + *ANG* SUBJECT + PREPOSITION OR TIME PHRASE

Examples

May polo ka bala?
*Do you **have** a collared shirt?*

May plano ang Diyos para sa tanan nga mga tawo.
*God **has** a plan for all of His people.*

May sakit pa si Elder Torres.
*Elder Torres still **has** an illness. (Elder Torres is still sick.)*

Examples

May pamangkot bala kamo? *Do you (plural) **have** a question?*	A1. Oo, **may** pamangkot kami. *Yes, we (exclusive) **have** a question.*	A2. **May ara**. *(We) **have**.*	A3. **Wala**. ***Have not**.*	A4. **Wala, wala** kami pamangkot. ***None** (no), we (exclusive) **don't have** a question.*
May utod bala si Mary? *Does Mary **have** a sibling?*	A1. Oo, **may** utod siya. *Yes, she **has** a sibling.*	A2. **May ara**. *(She) **has**.*	A3. **Damo**. ***A lot**. (She **has a lot**.)*	A4. **Wa'ay, wa'ay** siya utod. ***None** (no), she **doesn't have** a sibling.*
May Biblia bala sila? *Do they **have** a Bible?*	A1. Oo, **may** biblia sila. *Yes, they **have** a Bible.*	A2. **May ara**. *(They) **have**.*	A3. **Wala**. ***None**.*	A4. **Wala, wala** sila Biblia. ***None** (no), they **don't have** a Bible.*

Note: To answer "no," with a negation sentence following (A4. examples above), you must use *wala/wa'ay/walay* instead of *indi*. In addition, sometimes the negation sentence without the first *wala/wa'ay/walay* is used as a shorter answer. For example, "Do you (plural) have a question? (*May pamangkot bala kamo?)*" could be answered "No, we (exclusive) don't have a question. (*Wala, wala kami pamangkot.),*" "We don't have a question. (*Wala kami pamangkot.),*" or even "Nothing. (*Wala*.)." These answers are correct and acceptable, but usually the shorter answer will be used most often.

Using *May* without a Subject

When *may* is used without a subject, it means *there is* or *are*.

- **MAY** + OBJECT + PARTICLES + PREPOSITION/TIME PHRASE

Examples

May buhi nga propeta subong.
***There is** a living prophet today.*

May mga milagro sa Libro ni Mormon.
***There are** miracles in the Book of Mormon.*

May plano para sa kada isa sa aton.
***There is** a plan for each one of us (inclusive).*

May Diyos bala? ***Is there** a God?*	A1. **May ara**. ***There is**.*	A2. Oo, **may** Diyos. *Yes, **there is** a God.*
May pagkaon pa bala sa lamesa? ***Is there** still food on the table?*	A1. Oo, **may** pagkaon pa sa lamesa. *Yes, **there is** still food on the table.*	A2. Oo, **may ara** pa. *Yes, **there** still **is**.*
	A3. **Damo** pa. ***There is** still **a lot**.*	A4. **Wala** na. ***There is no more**.*

May as "With" and *Wala/Wa'ay* as "Without"

This is one of the ways that *with* is expressed (see chapter 29, "Prepositions," for the others). It is common to use this with characteristics, emotions, and objects. Use *nga may/nga wala* with expressing "with"/"without" (object, adjective, attribute).

Examples	
Nagluto siya sang adobo **nga may** patatas. *He/she cooked adobo **with** potatoes.*	**object**
Ginbaton nila ang ebanghelyo **nga may** kalipay. *They accepted the gospel **with** joy.*	**attribute/adjective**
Nagkadto sila sa tiangge **nga may** pula nga payong. *They went to the store **with** the red umbrella.*	**object**
Nagpangamuyo sila **nga may** matuod-tuod nga tinutuyo. *They prayed **with** real intent.*	**attribute/adjective**
Makaatubang kita sa Diyos **nga wa'ay** sala. *We (inclusive) will be able to stand before God **without** sin.*	**attribute/adjective**

May Ara

May ara has a different sentence structure than *may*. Both forms (*may* and *may ara*) are common and used often. Be able to use both in answering and asking questions, as well as using existential statements. Unlike *may* sentences, *may ara* sentences cannot exist without a subject.
Note that the *ang* in existential sentences is the POSSESSOR rather than the object. You want to focus on the person, thing, or pronoun that is possessing rather than the thing that is owned/possessed/exists. This is important in order to use *may/may ara/wala/wa'ay/damo* sentences correctly.

- **MAY ARA** + PARTICLES + *ANG* SUBJECT + *SANG* + OBJECT + PREPOSITION OR TIME PHRASE

Examples	
May ara kita sang kahilwayan sa pagpili. *We (inclusive) **have** the freedom to choose (agency).*	**May ara** ang simbahan sang awtoridad sang Diyos. *The church **has** God's authority.*
May ara bala kamo sang eksperyensya parte sa pangamuyo? *Do you (plural) **have** an experience about prayer?*	Nagapati ka bala nga **may ara** ang Diyos sang plano para sa aton tanan? *Do you believe that God **has** a plan for all of us (inclusive)?*
May ara siya sang tatlo ka bata. *She **has** three children.*	**May ara** si Chris kag si Adam sang problema sa obra nila. *Chris and Adam **have** a problem with their work/job.*

Damo/Wala/Wa'ay

*Damo/Wala/Wa'a*y with Pronouns

When using *damo/wala/wa'ay* with *ang* pronouns as the possessor, the pronouns come before the object. The *sang* noun marker before the object is optional and sometimes omitted as a shortcut. The examples below will illustrate both the use of *sang* and the omission of *sang*. Listen to native speakers and notice how they use *damo/wala/wa'ay* as existentials.

- **DAMO** + PARTICLES + *ANG* PRONOUN + (*SANG*) OBJECT + PREPOSITION OR TIME PHRASE
- **WALA/WA'AY** + PARTICLES + *ANG* PRONOUN + (*SANG*) OBJECT + PREPOSITION OR TIME PHRASE

Examples

Damo sila pamangkot. *They **have a lot** of questions.*	**Damo** ka korbata, Elder. *You **have a lot** of ties, Elder.*
Damo ako natun-an sa mga klase sa simbahan. *I learned **a lot** in the classes at church.*	**Damo** bala kamo sang abyan? *Do you (plural) **have a lot** of friends?*
Ang Yawa, **wala** siya sang lawas. *The devil **does not have** a body.*	Kon magsabat ang Diyos sang pamangkot mo, **wala** ka na sang pagduha-duha. *If God answers your question, you **won't have** any more doubts.*
Wa'ay na bala kamo pamangkot? *You (plural) **don't have** any more question(s)?*	**Wala** siya labot. *He/she **doesn't** care (**doesn't have** a care).*

Note: The plurality of the object when using *damo/wala/wa'ay* statements is sometimes implied. Therefore, you do not always need to include *mga* before the object.

*Damo/Wala/Wa'a*y without Pronouns

When using *damo/wala/wa'ay* and the possessor is anything but an *ang* pronoun, the object comes before the subject/possessor.

- **DAMO** + PARTICLES + OBJECT + *ANG* SUBJECT + PREPOSITION OR TIME PHRASE
- **WALA/WA'AY** + PARTICLES + OBJECT + *ANG* SUBJECT + PREPOSITION OR TIME PHRASE

Examples

Damo bala bata si Bishop? *Does Bishop **have a lot** of children?*	**Damo** pa kuring ang tupad balay ko. *My neighbor **has a lot** of cats still.*
Damo pamangkot si Reyna kag si John. *Reyna and John **have a lot** of questions.*	**Damo** na kwarta sila ni Brother Ocampo. *Brother Ocampo (and them) **have a lot** of money now.*
Wa'ay na pamilya si JunJun diri sa Negros. *JunJun **does not have** any family left here on Negros (island).*	Sang nagpangamuyo siya, **wala** duha-duha si Joseph Smith nga magsabat ang Diyos sa iya. *When he prayed, Joseph Smith **didn't have** a doubt that God would answer him.*

Damo/wala/wa'ay cannot be used like *may ara* in dropping the object of the sentence.

Examples

Damo kamo libro. *You (plural) **have many** books.*	**Damo** kamo. ***There are many** of you (plural).*
Wala siya palda. *She **does not have** a skirt.*	**Wala** siya. *He/she **is not** (here).*

May/May Ara/Wala/Wa'ay as Nouns

May, may ara, and *wala/wa'ay* can be used as a noun to express the OBJECT one possesses, or to represent the INDIVIDUAL in possession of an object. See chapter 18, "Nominalization."

Examples

Existential Sentences	Object/Individual
Ano ang pamangkot nga **ara** sa inyo? *What is the question that you (plural) **have**?*	**object**
Nawala ang tanan nga **ara** sa ila sa bagyo. *Everything that they **had** was lost in the typhoon.*	**object**
Siya ang **may** Biblia sa Hiligaynon. *He/she is the one that **has** a Bible in Hiligaynon*	**individual**
Sikwayon ko ang tanan nga **may ara** ako para makabalik sa Diyos. *I will give up everything that I **have** to return to God.*	**object**
Dapat mangin mapasalamaton kita para sa tanan nga **may ara** kita. *We (inclusive) should be grateful for everything/all that we **have**.*	**object**
Buligan naton ang mga **may wala**. *We will help those that **have nothing**.*	**individual/object**
Sila bala ang **may** pamangkot parte kay Joseph Smith? *Are they the ones that **have** a question about Joseph Smith?*	**individual**

Existentials with Verbs as the Object

When the existential words are used with verbs, then the object depends on the focus (actor, object, location) of the verb. See chapter 18, "Nominalization."

Examples

Existential Sentences	Actor/Object/Location
Damo nagasimba subong! ***There are many** (people) going to church today (right now).*	**actor**
May ginahimo bala ang mga bata mo subong? *Are your children doing anything right now?*	**object**
Wala sila himuon. *They **don't have** anything to do.*	**object**
May nagtudlo sa amon sang Ilonggo. ***There were** (people) that taught us Ilonggo.*	**actor**
May ihambal siya sa imo. *He/she **has** something to tell you.*	**object**
May ara pa bala kita sang kadtoan? *Do we (exclusive) still **have** somewhere to go?*	**location**
May kadtoan pa bala kita? *Do we (exclusive) still **have** somewhere to go?*	**location**
Damo bala misyonaryo nga magkadto sa Pilipinas? ***Are there many** missionaries that will be going to the Philippines?*	**actor**

May vs *May Ara*

Using *may* and *may ara* interchangeably is common. Both forms are common and used often in many different scenarios and situations. Be familiar with both forms in answering and asking questions. Typically, one form is not more correct than another based on the situation. Both could be correct and appropriate as long as you use the correct form for whichever one you choose.

Below are examples illustrating how you either *may* or *may ara* to say the same thing:

Examples

May pamangkot ka bala? *Do you (singular) **have** a question?*	**May ara** ka bala sang pamangkot? *Do you (singular) **have** a question?*
May mga pamangkot bala kamo? *Do you (plural) **have** any questions?*	**May ara** bala kamo sang mga pamangkot? *Do you (plural) **have** any questions?*
May Libro ni Mormon ka pa bala? *Do you (singular) still **have** a Book of Mormon?*	**May ara** ka pa bala sang Libro ni Mormon? *Do you (singular) still **have** a Book of Mormon?*
Hambalan mo ako kon **may** kinahanglan ka. *Tell me (let me know) if you (singular) need anything.*	Hambalan mo ako kon **may ara** ka sang kinahanglan. *Tell me (let me know) if you (singular) need anything.*
May sakit pa ako. *I am still sick (I still **have** a sickness).*	**May ara** pa ako sang sakit. *I am still sick (I still **have** a sickness).*

Ari/Ara/Yadto

Ari, ara, and *yadto* are existentials that imply specific location. You can also include the specific location (*diri, dira, didto*) when using *ari, ara,* and y*adto*. Note *yadto* is frequently shortened to simply '*ato*.

diri (di')	*here/this*–nearest to the speaker
dira (da')	*there/that*–nearest to the addressee
didto ('dto)	*over there/that*–remote, far from both speaker and addressee

- Ara diri (incorrect) → ari
- Exists here- nearest to the speaker
- Ara dira → ara
- Exists there- nearest to the addressee
- Yadto didto (incorrect) → ato

Exists over there- far from both speaker and addressee

Examples

Ara na bala kamo sa estasyon? ***Are** you (plural) at the station yet?*	Oo, **ari** na kami di'! *We (exclusive) **are here** now!*
Ari di' bala si Tatay? *Is Dad/Father **here**?*	Wala siya diri. **Ato** siya sa baybay. *He is not here. He **is over there** by the shore.*
Ara na bala ang jeepney? *Is the jeepney **here** now?*	Oo, **ara** na ang jeepney. *Yes, the jeepney **is here**.*
Nakita mo bala ang kuring ko, Nay? *Mom/Mother, have you (singular) seen my cat?*	Oo, **ari**. *Yes, **here**. (Yes, it **is here**).*
Diin siya? *Where is he/she?*	**Ara** sa bodega. ***In** (**exists in**) the storage room.*

Activities

Personal

Speaking

A. Make a list of ten things that we now have because of the restoration of the gospel of Jesus Christ (ex: priesthood, temples, prophets, Book of Mormon). Throughout the day as you contact people and teach lessons, use the sentences you wrote on your list.

Listening

B. Get to know the members and especially the leadership of your ward. Ask them about their families, goals, and ideas. Use existential questions where possible (i.e., *May calling ka bala?*). Listen to how they use existential phrases to answer your questions.

Reading

C. Identify the existential object in each sentence. Write the object and its English translation. Check your answers.

Example:
May kamatuoran bala sa Libro ni Mormon? Answer: kamatuoran – truth

1. Wa'ay sila salakyan.	2. Damo bata si Brother Lopez.
3. May pagpalangga sila sa isa kag isa.	4. May pamilya kami.
5. May ara ka bala sang kuryente subong?	6. Wala sing sala si Jesucristo.
7. Wa'ay si Mark sang Libro ni Mormon.	8. May ara kita sang pagtuo sa Diyos.
9. Wala sila sang bayo.	10. Wa'ay relihiyon si Jun-Jun.

D. Read Alma 30. This chapter contains a large number of existential phrases, especially as Alma and Korihor talk about the existence of God. Take note of all the existential phrases. Ponder on the importance of the word *may* when bearing testimony of Jesus Christ. What messages can you convey by using existential phrases?

Writing

E. On a separate sheet of paper, translate the following sentences into Hiligaynon using the existential word in parentheses. Check your answers after you finish.

Example:
Who has no sins? (wala) **Sino ang wala sing sala?**

1. Jesus Christ had no sins. (wala)	2. I have hope because of the Atonement. (may ara)
3. Who has a question? (may)	4. They have great faith. (may ara)
5. He is not here anymore. (wa'ay)	6. We (exclusive) have no income. (wala)
7. The book is here. (ari)	8. Those with faith are strong. (may)
9. They have many trials. (damo)	10. The people are over there. (yadto)
11. Does God have a plan for everyone? (may)	12. There are no poor in Zion. (wa'ay)

F. On a separate sheet of paper, answer the following yes or no questions twice, once using *may ara* or *may* and once using *wala or wa'ay*. Check your answers after you finish. Answers may vary in length. See chapter 5, "Asking Yes/No Questions."

Keep in mind that all answers may not be true statements. This activity is for the purpose of practicing answering yes/no existential questions.

Example:

May plete ka bala?	A1: May plete ako. A2: Wala ako sang plete.
1. May bugas bala kamo?	2. May ara bala kamo sang ginatudloan nga nagsimba sang Dominggo?
3. May ara bala kuryente sa inyo balay?	4. May templo bala sa Pilipinas?
5. May tubig na bala?	6. May ara bala kamo sang kilala nga Mormons?
7. May obra bala si Brother Cesar?	8. May ara bala propeta sa kalibutan subong?

Companion

Speaking

G. Translate the following sentences aloud to your companion. Seek feedback on pronunciation and proper word order. Check your answers. There may be multiple correct answers.

1. We (exclusive) don't have a car.
2. Joseph Smith had a friend named Oliver Cowdery.
3. In order to return to Heavenly Father, we must have faith.
4. Before my mission, I had a job.
5. Sorry. We don't have any sugar.
6. Do you have her address?
7. Is his birthday in the area book?
8. I don't have any questions.
9. They don't have a baptismal date yet.
10. Were you given the Holy Ghost by someone that has the priesthood?

H. Go through all the progressing investigators in your area book. Discuss in Hiligaynon with your companion each investigator. During the discussion, find out who has baptismal dates, concerns, questions, or other important things that should be addressed. Update any parts of the records that are missing. Make plans in Hiligaynon on what you should do for each investigator moving forward based on your discussions.

Listening

I. Choose something you struggle teaching (a part of a lesson, an experience you would like to share, etc.). Ask your companion to show you how he or she might teach it. Pay close attention to what existential words they use and how they use them. Use what you learned from them to share it yourself.

J. With your companion, take turns pointing out things in the room that "exist." Take turns saying things that do not exist in the room (are not in the room).

Example:

Ara ang Libro ni Mormon.
There is *a Book of Mormon.*

Wala TV diri.
There is no *TV here.*

Reading

K. Read aloud the following dialogue with your companion. One of you may have to take the role of more than one character. Try to follow the conversation based on your current knowledge of Hiligaynon.

Missionary 1	May Libro ni Mormon ka pa?
Missionary 2	Wala na.
Missionary 1	Sige. Magtawag ako sa opisina. Basi may ara pa sila sang mga Libro ni Mormon.
	(calling)
Office Supply	Hello. Ano ang kinahanglan ninyo?
Missionary 1	May ara pa bala kamo sang mga Libro ni Mormon?
Office Supply	Oo, may ara. Pila ka bilog ang kinahanglan ninyo?
Missionary 1	20 ka bilog, palihog. Damo kami bag-o nga mga investigator. Salamat.

Writing

L. Write out a dialogue for the following scenario, and practice it with your companion. Your companion has a minor headache and slight fever. It isn't serious but the mission nurse suggests drinking lots of fluids and buying some paracetamol to reduce the fever. You go to a pharmacy to ask if they have what you need, but, unfortunately, they are sold out. Ask them where the medicine can be found nearby. This scenario illustrates the importance of existentials when purchasing items.

Group

Speaking

M. Scenario: You and your companion just leave an appointment to find that it is raining. As you walk, it starts to pour and the road begins to flood. At that point you decide that it would probably be best if you just took a tricycle. You begin looking around for an empty tricycle and race to get on the last open one you can see. The driver is curious as to what two young people are doing dressed up, walking around in the rain. You answer his questions and get to know him by asking questions of your own. For this exercise, focus on using existential phrases to ask and answer questions.

N. Scenario: While you are waiting for PEC to start, Brother Empleo, a member of the stake high council, approaches you. He says he has a referral for you to contact later that evening. Ask Brother Empleo about his referral. Specifically ask about the referral's family, religious beliefs, and possible concerns (i.e., May asawa siya bala?).

Listening

O. Filipinos love to see pictures of family and friends. Practice sharing pictures of your families and describing them using *may/may ara* and *wala/wa'ay*.

Examples:

May ara ako sang duha ka manghod nga lalaki.
*I **have** two younger brothers.*

Wala ako sang mga utod nga babayi.
*I **don't have** any sisters.*

P. Invite a member or recent convert to share experiences about paying tithing. What are some blessings they have in their lives now as a result of their faithfulness? Write down things they say that you feel could benefit those you teach. Also, reflect on the things you personally have been blessed with.

Reading

Q. Choose one of the Hiligaynon missionary pamphlets to practice using in teaching lessons. Read through any sections you would particularly like to focus on as a group. Note how they may or may not use existential phrases to convey the missionary message. Can some of the phrases be worded differently with existentials to convey the same meanings? After reading through these focus areas, break up into smaller groups for normal role play. Use any of the existential phrases you thought of while you were reading.

Writing

R. Have everyone write letters to themselves in the future explaining things that are going on now that are important to them, and how they expect things to be in the future. Use at least five existential sentences to write the letter.

Review: Possession and Ownership

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking About and Expressing Possession and Ownership

- Possessive Pronouns and Noun Markers
- Ownership Questions
- Existentials

Activities

Personal



Speaking

A. Read aloud the following passage from President Thomas S. Monson's April 2015 general conference talk. Focus on pronunciation during this activity, not necessarily on whether or not you understand it. Read it several times until it flows naturally and fluidly. Ask others for feedback on your pronunciation. Examples of principles taught in this function are in bold. Identify three pronunciation errors and make plans to study these in your next language study.

"Luyag namon nga mas madamo nga miyembro tubtob sa masarangan ang makaangkon sang oportunidad nga magtambong sa templo nga indi na tuman kadako ang sakripisyo sang oras kag kuwarta . . . Kon pamensaron ko ang mga templo, madumduman ko ang madamo nga mga bugay nga ginabaton naton sa sulod sini. Sa **aton** pagsulod sa mga pwertahan **sang** templo, ginabilin naton ang mga awat kag palaligban **sang** kalibutan. Sa sulod sining balaan nga pasilungan, makita naton ang katahum kag kahusay. **May** kapahuwayan para sa **aton** mga kalag kag kaumpawan gikan sa mga palaligban sa **aton** mga kabuhi.

"Sa **aton** pagtambong sa templo, **may** magaabot sa aton nga dugang nga espiritwalidad kag balatyagon sang paghidaet nga labaw pa sangsa iban pa nga balatyagon nga mabatyagan sang tawhanon nga tagipusuon. Mahangpan naton ang matuod-tuod nga kahulugan **sang** mga pulong **sang** Manluluwas sang Sia nagsiling, 'Ang paghidaet ginabilin ko sa inyo; ang **akon** paghidaet ginahatag ko sa inyo. . . . Dili malisang ang **inyo** mga tagipusuon; ukon mahadlok.'

"Ang subong nga kalinong sarang magpalanuhot sa bisan ano nga tagipusuon—tagipusuon nga ginatublag, tagipusuon nga napun-an sang kalisod, tagipusuon nga ginaligban, tagipusuon nga nagaampo sang bulig" (Thomas S. Monson, "Mga Bugay sang Templo," *Liahona*, Mayo 2015).

"We desire that as many members as possible have an opportunity to attend the temple without great sacrifices of time and resources . . . . As I think of temples, my thoughts turn to the many blessings we receive therein. As we enter through the doors of the temple, we leave behind us the distractions and confusion of the world. Inside this sacred sanctuary, we find beauty and order. There is rest for our souls and a respite from the cares of our lives.

"As we attend the temple, there can come to us a dimension of spirituality and a feeling of peace which will transcend any other feeling which could come into the human heart. We will grasp the true meaning of the words of the Savior when He said: "Peace I leave with you, my peace I give unto you. . . . Let not your heart be troubled, neither let it be afraid."

"Such peace can permeate any heart—hearts that are troubled, hearts that are burdened down with grief, hearts that feel confusion, hearts that plead for help" (Thomas S. Monson, "Blessings of the Temple," *Ensign*, May 2015).

Listening

B. Pay special attention during a talk at sacrament meeting or a Sunday School lesson taught by a native speaker. In a notebook, record the times you hear existential words or ownership phrases, especially those times that you did not understand why a particular sentence construction was used. Later, look up vocabulary in the dictionary and ask someone for help understanding the construction of sentences you heard.

Reading

C. Read the following excerpt from Elder Jeffery R. Holland. Don't focus on understanding every word at first. Read through it two to three times without looking up any words, focusing on reading the passage fluently. Use context clues to try to understand as much as possible. After reading through it a couple of times, look up any words you still can't figure out. Principles from this section are bolded.

"Sugod sang **Iya** pag-alagad, si Jesus nagpalangga sa mga imol kag mga kubos sa isa ka tumalagsahon nga paagi. Siya natawo sa puluy-an sang duha sa ila kag nagdako sa katung-an sang madamo sa ila. Indi naton nahibal-an ang madamo nga mga detalye **sang Iya** kalibutanon nga kabuhi, pero sang isa ka beses Siya nagsiling, 'Ang mga singgalong **may** mga buho nga ginapaulian, kag . . . ang mga pispis . . . **may** mga pugad; pero ang Anak **sang** tawo **wala** sing balay nga mapahuwayan.' Sa kaathagan ang Manugtuga **sang** langit kag duta "kag sang tanan nga butang nga **yara** sa mga ini" amó, nga sa pinakakubos sa **Iya** hamtung nga kabuhi, siya **walay** puluy-an" (Jeffery R. Holland, "Indi Bala nga Tanan Kita mga Manugpakilimos?" Pangkabilugan nga Komperensya, Oktubre 2014).

"From the beginning of His ministry, Jesus loved the impoverished and the disadvantaged in an extraordinary way. He was born into the home of two of them and grew up among many more of them. We don't know all the details of His temporal life, but He once said, "Foxes have holes, and . . . birds. . . have nests; but the Son of man hath not where to lay his head." Apparently the Creator of heaven and earth "and all things that in them are" was, at least in His adult life, homeless (Jeffrey R. Holland, "Are We Not All Beggars?" *Ensign*, October 2014).

D. Read the following verses of scripture in both English and Hiligaynon. Pay attention to how they use concepts illustrated in this section.

1. Mormon 8:5
2. 2 Nephi 11:7
3. Jacob 4:4
4. Alma 56:48
5. 2 Nephi 29:3
6. Moroni 10:21
7. Words of Mormon 1:12

Writing

E. On a separate sheet of paper, translate the following sentences into Hiligaynon. Check your answers. Note that translations may vary slightly.

1. Your testimony is strong.
2. Do you (singular) have our (inclusive) keys?
3. Our (inclusive) tithing is God's.
4. They have no children.
5. Their house is beautiful.
6. Our (exclusive) parents are gone.
7. Whose tie is this?
8. I have many siblings.
9. Elder Chua has your (singular) *Preach My Gospel*.
10. What is the Philippine's national anthem?
11. There is a prophet on the earth today.
12. These are Nephi's writings.

F. There are 10 bolded errors in the paragraph below. On a separate sheet of paper, rewrite the paragraph, correcting all of the errors in it. Check your answers.

Wala plano ang **naton** Amay sa Langit para sa aton tanan. Plano sang kaluwasan ang tawag **kay Iya** plano. Gintuga ni Jesucristo ang kalibutan agud **may kita** sang estaran para magtuon kita kag maguswag. Si Adan kag si Eva ang una nga mga tawo sa kalibutan. Nagestar sila sa Hardin **kay** Eden. Gintuga sila sa dagway **ni** Diyos. Ginsugo sila sang Diyos nga indi magkaon sang bunga **ang** kahoy sang ihibalo sang maayo kag malain. Ginsulay sila ni Satanas nga magkaon sang sining bunga kag nagpili sila nga magkaon sini. Ginpalayas sila sa hardin kag nangin mortal sila, buot silingon pwede na mapatay ang mga **ila** lawas. Makabata na sila kag makaeksperyensya sang tanan nga klase sang kasubo kag kalipayan. May ara **ila** sang kahilwayan sa pagpili sang maayo kag malain. **Wala** kita sini.

***Our** Father in Heaven **has** a plan for everyone. **His** plan is called the plan of salvation. Jesus Christ created the earth so we would **have** a place to live where we could learn and grow. Adam and Eve were the first people on the earth. They lived in the Garden **of** Eden. They were created in the image **of** God. They were commanded of God to not eat the fruit **of** the tree of knowledge of good and evil. They were tempted by Satan to eat this fruit and they chose to eat it. So they were kicked out of the garden and they became mortal, meaning **their** bodies could now die. They could now have children and they could now experience all manner of sorrow and joy. **They** have the right to choose good from evil. We also **have** this.*

Companion

Speaking

G. For each of the following locations below, say things that you would expect to find there or things that incidentally may be absent. Then come up with a few of your own.

Example

Sa balay.	May pamilya sa balay. Wala kuryente sa balay.

1. Sa simbahan.
2. Sa imo bag.
3. Sa tiyangge.
4. Sa eskwelahan.
5. Sa bukid.
6. Sa Pilipinas.
7. Sa bangko.
8. Sa Barangay Hall.
9. Sa dalan.
10. Sa plasa.
11. Sa ceres.
12. Sa uma.
13. Sa ospital.
14. Sa pamilya ni Bishop.
15. Sa _____.

H. Practice the dialogue below with your companion giving special focus to the principles used from this chapter. Discuss with your companion areas that could use improvement so you can focus your language study on these areas.

Person 1	Person 2
May pamangkot ka bala parte sa mga ginhambal namon? *Do you have a question about the things we have said?*	Wala pa. *None yet.*
Sige. May ginapahayag ang Diyos sa Iya mga propeta sa tagsa ka dispensasyon. *Alright. There are things God reveals to His prophets in every dispensation.*	Sino ang mga propeta Niya? *Who are His prophets?*
Kanday Noe, Adan, Isaias, Joseph Smith, kag damo pa. *Noah, Adam, Isaiah, Joseph Smith, and many more.*	Sino ang propeta ninyo subong? *Who is your prophet now?*
Si Russell M. Nelson ang propeta sang Diyos subong. *Russell M. Nelson is the current prophet of God.*	Ano ang mga ginapahayag sang Diyos sa iya? *What are the things God is revealing to him?*
May magasin ang simbahan namon. Nagaunod ini sang mga pagpahayag sang propeta, sang mga apostoles, kag sang iban pa nga mga lider sang Simbahan. Liahona ang titulo sang magasin. *Our (exclusive) church has a magazine. This magazine contains the revelations of the prophet, the apostles, and the other leaders of the Church. The title of the magazine is Liahona.*	May kopya bala kamo? *Do you have a copy?*
Damo kopya sa balay namon. Hatagan ka namon sang kopya sa dason. *There are many copies at our house. We will give you a copy next time.*	Salamat. *Thank you.*
Wa'ay kaso. *No problem.*	

Listening

I. Scenario: You just transferred into a new area. Before you arrived, the previous missionary finished his or her mission there and left behind some belongings without throwing them away. You need to unpack your things, but you are unsure of whether the items in your apartment belong to your companion or the missionary that transferred out. Talk with your companion about cleaning up the apartment to find out where you can put your belongings.

J. Take some time to talk with your companion about what blessings they have seen in their life and in the lives of others as a result of missionary work. As prompted, share your testimonies with one another. Write in your journal any spiritual impressions or other things you learned as a result of this activity.

Reading

K. Working with members is an extremely effective way to teach the gospel in your assigned area. Read the following passage from President Thomas S. Monson and talk with your companion about how you can better work with the members in your ward to teach effectively. Notice some of the qualities listed for those that are to carry the gospel.

> "Ginplastar sa malip-ot ni Pangulong John Taylor (1808–87) ang mga kinahanglanon nga mga kinaiya sang mga misyonero sa sini nga paagi: 'Ang klase sang mga lalaki [kag mga babayi kag mga mag-asawa] nga luyag namon nga mangin tagdala sining mensahe sang ebanghelyo amo ang mga tawo nga may pagtuo sa Dios; mga tawo nga nagatuo sa ila relihiyon; mga lalaki nga nagatahod sang ila priesthood; mga tawo nga sa ila . . . ang Dios may kumpiyansa. . . . Luyag namon ang mga tawo nga puno sang Balaan nga Espiritu kag sang gahum sang Dios[,] . . . mga tawo nga may dungog, integridad, putli kag puraw.'" (Thomas S. Monson, "Gintawag sa Buluhaton," *Liahona*, Hunyo 2017)
>
> *President John Taylor (1808–87) summed up the essential qualities of missionaries this way: "The kind of men [and women and couples] we want as bearers of this gospel message are men who have faith in God; men who have faith in their religion; men who honor their priesthood; men in whom . . . God has confidence. . . . We want men full of the Holy Ghost and the power of God[,] . . . men of honor, integrity, virtue and purity." (Thomas S. Monson, "Called to the Work,"* Ensign*, June 2017)*

Writing

L. Create a lesson plan to teach "Live the Law of Chastity" from page 77 of *Preach My Gospel*. Include in your plan at least one sentence for each of the following concepts:

1. Possession Pronouns and Noun Markers
2. Ownership Questions
3. Existentials

Group

Speaking

M. Practice door or street contacts in small groups for role playing. Focus on using existentials and possession/ownership correctly in your contacts as you talk about what you have to share with them and how it can bless their lives and the lives of their family. Follow standard role playing practice pattern of explain, demonstrate, practice, evaluate, and re-practice (EDPER).

N. Bring a small box containing some random items that the missionaries will have to guess. Begin the game like you would 20 questions. Let each person in the group ask a yes or no question to try to get an idea of what the box may contain. After each person in the group has had a turn to ask one yes or no question about the nature of item they must each guess once what it is inside the box using an existential question (ex: *May bolpen bala sa sulod sang box*?). Guesses with wrong grammar won't count. If nobody guesses the item, repeat as many rounds as necessary for someone to correctly guess the item.

Listening

O. Invite a young man or woman who is preparing to serve a mission to attend one of your meetings. Ask him or her to practice introducing the Book of Mormon to you. Write down any of the phrases he or she uses with *may/may ara* and *wala/waay*. Ask the person to help you use these phrases correctly in your own teaching.

P. Listen to some of the recently interpreted general conference talks on topics you feel will be beneficial to study as a group. Listen to the ways the speaker may shift between post-noun and pre-noun possession, or if they use existentials to express possession instead. Make note of any uses of grammar which you would like to practice individually at a later time.



Reading

Q. Ask missionaries to bring short written descriptions of their families and ways that living the gospel blesses them. Take turns reading these making sure to emphasize proper use of possession and existentials. Also make any corrections that are necessary.

Writing

Each missionary in a circle writes down one person and one object from the scriptures on separate pieces of paper. After these are written down, the papers with people on them are passed to the left and the papers with objects are passed to the right. Each person in the circle will take one of each. Write down one sentence of something that the person possesses, and one sentence about who or what may possess that object. After everyone has written two sentences, the papers are passed again. Repeat the process until everyone gets their original paper. Check with one another to correct any mistakes that may have been made in grammar.

Asking About and Describing Objects, People, and Their Characteristics

Purpose

This function will help you talk about what something is like; for example, talking about what God is like and what His characteristics are. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- God is our **Loving** Father in Heaven. (Adjectives)
- Please read **aloud**. (Adverbs)
- This life **is the** time to prepare to meet God. (Identification Statements)
- I am trying **to be (to become)** like Jesus. (*Mangin*)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- "God Is Our Loving Father in Heaven" (What are God's characteristics? What is He like?)
- "The Restoration of the Gospel of Jesus Christ through Joseph Smith" (What was Joseph Smith like? What was it like where he lived?)
- "The Book of Mormon: Another Testament of Jesus Christ" (How would I describe the Book of Mormon and bear testimony about it?)
- "Pray to Know the Truth through the Holy Ghost" (What does the Spirit feel like?)
- "Our Life on Earth" (How would I describe this life?)
- "The Spirit World" (What is the spirit world like?)
- "Kingdoms of Glory" (What are the three kingdoms like? What kind of people go to each one?)
- "Follow the Prophet" (Who is the current prophet? What is he like? Who is the local bishop)
- "Obey the Word of Wisdom" (What are things we should avoid taking into our bodies?)
- "Priesthood and Auxiliaries" (What is the purpose of each auxiliary? What is the purpose of the priesthood quorums?)

Tasks from the *Missionary Vocabulary and Phrase* Book

- "Get to Know Someone" (What kind of person is he or she? What is his or her family like?)
- "Meet Someone" (What do I want them to know about who we are? Can I describe them to someone else? How do I introduce someone else?)

Adjectives and Adverbs

Examples

The **Great** Apostasy led to **spiritual** darkness.	Nagpadulong sa **espirituhanon nga** kadulom ang **Dako nga** Apostasya.
The **repentant** and **obedient** will live in the **celestial** kingdom.	Magapangabuhi sa ginharian **nga selestiyal** ang **mahinulsulon** kag **matinumanon**.
In 1820, Joseph Smith lived in a time of **great** religious excitement.	Sang 1820, nagkabuhi si Joseph Smith sa isa ka panahon nga may **dakong** pagkinagula sa relihiyon.
When we **sincerely** repent, we turn away from sin.	Kon maghinulsol kita **sing sinsero**, magtalikod kita sa mga sala.

Explanation

An adjective describes a noun (i.e., a person, place, or thing). While an adverb describes a verb.

Examples

Matuod ang simbahan. *The church is true.*	**Taas** si Elder. *Elder is tall.*
Maayong aga! *Good morning!*	**Wa'ay katapusan** nga pamilya *Eternal family*

Basic Adjective

In Hiligaynon, the most common adjective form is a root word with a *ma-* prefix attached, but there are also many other adjective forms.

Ma- Adjective Prefix (*ma*-root)

Most of the time, adding *ma-* to the front of a root will turn it into an adjective. These adjectives are infinitive and do not have tense (past, present, future).

Examples

mabakod *strong (resilient)*	**mabu-ot** *nice*	**mabugnaw** *cool (temperature)*	**mainit** *hot (temperature)*
mabug-at *heavy*	**mabudlay** *hard (difficult)*	**madamo** *many*	**madalom** *deep*

Examples

Mainit gid ang adlaw subong!
Today is so hot!

Kon kaisa **madalom** ang Hiligaynon sa Libro ni Mormon.
Sometimes the Hiligaynon in the Book of Mormon is deep (in meaning).

Mala-in gid si Satanas.
Satan is evil.

Note: While the *ma-* prefix is the most common adjective form, sometimes the *ma-* prefix is dropped. This does not mean that these adjectives are "root word form adjectives." *Ma-* prefix adjectives are simply used sometimes with or without the *ma-* prefix.

	Examples
malayo *far*	**Malayo** bala ang Simbahan ninyo? **Layo** bala ang Simbahan ninyo? *Is your (plural) church far?*
malip-ut *short*	**Malip-ut** lang ang basahon mo. **Lip-ut** lang ang basahon mo. *Your reading is short.*
mabu-ot *nice*	**Mabu-ot** gid sila ni President kag Sister Flores. **Bu-ot** gid sila ni President kag Sister Flores. *President and Sister Flores are really nice.*

Note: *Ma-* affix is used interchangeably with the affix *ka-*. *Ka-* is also sometimes viewed as an intensifier for adjectives, but not in all situations. Listen to native speakers use *ma-* and *ka-*.

Examples	
Kalayo gid sang simbahan. *The church is really far.*	**Layo** gid ang simbahan. *The church is really far.*
Kanami sang palda mo, Sis! *Sis, your skirt is awesome!*	**Nami** ang palda mo, Sis! *Sis, your skirt is awesome!*
Kabug-at sang bag ko. *My bag is heavy.*	**Bug-at** ang bag ko. *My bag is heavy.*

Ma- and *Na-* Actor Indicative Adjectives (*ma*-root and *na*-root)

Actor indicative adjectives express emotion and state of being. They can be in past, present, or future tense.

Examples		
lipay *happy*	**subo** *sad*	**hadlok** *scared*
akig *angry*	**huya** *shy*	**interesado** *interested*

- **Ma –** future
- **Na –** past tense/present tense (use context clues to decipher which tense)

Examples

Naakig si Juan sa akon.
Juan was angry with me.
Juan is angry with me.

Mahuya siya kon tawagon mo siya.
He/she will be shy if you call him/her.

Nahadlok ka bala?
Are you (singular) scared?
Were you (singular) scared?

Root Words as Adjectives

In some cases, the root word may be used on its own to describe something or someone.

Examples

gwapa *pretty*	**bata** *young*	**bawal** *forbidden/against the rules*	**niwang** *skinny*
law-ay *ugly*	**bag-o** *new*	**tambok** *fat*	**kaangay-angay** or **takos** *worthy*

Examples

Ginkaon ni Adan kag ni Eva ang **bawal** nga bunga. *Adam and Eve ate the forbidden fruit.*	Basi **bag-o** ini nga kasuguan sa imo. *This commandment might be new to you.*
Kaangay-angay ang mga tawo nga nagasulod sa templo. *Those that enter the temple are worthy.*	**Bata** pa siya. *He/she is still young.*

-*in*- Adjectives and Adverbs

When inserted into a root word –*in*- will usually have one of the following two meanings:

1. Something that is reoccurring within a certain period of time.

Examples

inadlaw *daily*	**binulan** *monthly*
sinimana *weekly*	**tinuig** *yearly*

Examples

Tinuig kami nagakita-ay.
We (exclusive) see each other yearly.

Sinimana lang ang pagsimba.
Church is weekly.

Note: The word *kada* in Hiligaynon is also used for reoccurrence. For example, *kada adlaw* also means "every day," *kada bulan* also means "every month," *kada basa* also means "every reading time," *kada pangamuyo* also means "every time praying/every prayer" (see chapter 28 on time adverbs).

2. The root becomes a description of something with its qualities. This can often appear together with other conjugations to take on different meanings.

Examples

sinabad *something annoying*	**tinampa** *something slapped (hit)*
pinalagpat *something ridiculous/absurd*	**pinalangga/hinigugma** *beloved*

Examples

Nagasinabad ang mga bata.
The children are annoying.

Ini, **hinigugma** ko nga anak . . .
This is my beloved son . . .

Ma-on, -on Adjectives (*ma*-root-*on*, root-*on*)

The *ma-on* and *-on* affixes form adjectives that express that someone is likely to be, or do what the root is. Note that *–on* will sometimes appear as *–hon* or *–non* for certain words.

Examples

malipayon *happy*	**masakiton** *sickly/unhealthy*	**mapainubuson** *humble*
hiposon *quiet (of a person)*	**langitnon** *heavenly*	**pution** *white*

Examples

Malipayon ang Diyos kon maghinulsol kita.
God is happy when we (inclusive) repent.

Diyos ang aton **Langitnon** nga Amay.
God is our Heavenly Father.

Hiposon gid siya nga tawo.
He/she is a very shy person.

Naka- or *Maka-* Adjectives (*naka*-root or *maka*-root)

The *naka-* affix forms adjectives that express a temporary state of being.

Examples

nakapalda *wearing a skirt*	**nakaputi** *wearing white*	**nakatago** *hidden*
makasasala *sinful*	**makahaladlok** *terrible*	**makatilingala** *strange*

Examples

Nakapungko lang siya sa bangga. *He/she is just sitting at the corner.*	Kalabanan, **nakapalda** ang mga babaye sa simbahan. *Usually, the women at church are wearing skirts.*
Indi kita perpekto, **makasasala** kita. *We (inclusive) are not perfect, we are all sinful.*	**Nakapula** ang lalaki nga nakita ko sa merkado. *The man I saw at the market was wearing red.*

Note: This use of *naka-* and *maka-* should not be confused with abilitative actor focus conjugations.

Pala- Adjectives (*pala*-root)

The *pala-* affix forms adjectives that express habit or consistency.

Examples

palahubog *always drunk*	**palaobra** *always working*	**palakape** *always drinking coffee*
palatulog *always sleeping*	**palakaon** *always eating*	**palabasa** *always reading*

Examples

Palahubog ang bana ko. *My husband is always drinking.*	**Palakape** ang amon nga investigator. *Our (exclusive) investigator is always drinking coffee.*
Palabasa sang Libro ni Mormon ang investigator namon. *Our (exclusive) investigator is always reading the Book of Mormon.*	**Palakaon** sila sa Jolibee. *They are always eating at Jolibee.*

Mas and *Pinaka-* Adjectives Intensifiers (*pinaka*-root)

Mas, pinaka-, ka- are ways to intensify an adjective. *Mas* is used as a comparison to something else meaning "more." *Pinaka-* is also used as a comparison to something else meaning "the most." Ka- is used to intensify (similar to gid) but used as a conjugation.

Examples

mas dako *bigger*	**mas tugnaw** *colder*	**mas dasig** *faster*
pinakataas *the tallest/highest*	**pinakanamit** *the most delicious*	**pinakainit** *the most hot (temperature)*

Examples

Si Jose ang **pinakataas** nga bata ko. *Jose is my tallest child.*	Ang Selestiyal nga Ginharian, amo ang **pinakataas** nga ginharian. *The celestial kingdom is the highest kingdom.*
Mas masubo siya subong sang sa kahapon. *He/she is more sad today than yesterday.*	Halin diri, **mas lapit** ang balay nila sang sa simbahan. *From here, their house is closer than the church.*

Pang- Adjectives (*pang*-root)

The *pang-* affix forms instrumental adjectives. These kinds of adjectives express that something is appropriate or useful for a certain activity or person.

Examples

pangbata *for children*	**pangbabaye** *for girls*	**panglalaki** *for boys*

Examples

Pangbata ang mga bayo nga ina. *Those clothes are for children.*	**Pangbabaye** ang habon. *The soap is for girls.*

Placement of Adjectives

Predicate Subject

In Hiligaynon, the adjective is often placed before the noun that it describes, just like in predicate subject sentences.

Examples

Gwapa si Sister Harold. *Sister Harold is beautiful.*	**Mapinalanggaon** nga Amay. *Loving Father.*
Namit ang adobo. *The adobo is delicious.*	**Pisan** ang mga misyonaryo. *The missionaries are hard working*
Matuod ang ebanghelyo. *The gospel is true.*	**Bu-ot** gid si Elder Smith. *Elder Smith is very nice.*
Mahal ang plete. *The fare is expensive.*	**Imporante** gid ini sa amon. *This is really important to us (exculsive).*

Note: Place *indi* directly before the adjective in order to negate it for sentences using noun markers. This may occasionally appear as the contraction 'di. Pronouns will jump before the adjective when negated.

Examples

'Di na bata si Maria Nova. *Maria Nova is not young anymore.*	**Indi** sila **interesado**. *They aren't interested.*
Indi namit ang sinigang ko. *My sinigang (Filipino dish) is not good tasting.*	**Indi** ka bala **gutom**? *Are you not hungry?*
Indi ako **kapoy**. *I'm not tired (physically).*	

Linked to Noun

Adjectives can also be linked to nouns to modify them. They appear before or after the noun, and are linked together with *nga* or the combination of the two to make *–ng.*

Examples

Maayong gab-i! *Good evening!*	**Matuod nga** propeta *true prophet.*	**Dakong** Apostasya *Great Apostasy*	**matuod-tuod nga** tinutuyo *real intent*
asul nga balay *blue house*	**Bag-ong** adlaw subong. *It's a new day.*	**mapainubuson nga** tawo *humble person*	**makitid nga** gawang *narrow gate*
ginharian **nga selestiyal** celestial kingdom	saging **nga matam-is** *sweet banana*	kahoy **nga nagabanaag** *glowing tree* *(describing the tree of life)*	espada **nga matalum** *sharp sword* *(describing the sword of Laban)*

Note: Adding *–ng* to an adjective is only applicable when the adjective ends in a vowel. Listen to the way that native speakers use *–ng* with adjectives when they are describing something.

Basic Adverb

Adjectives that modify verbs are known as adverbs. This difference between an adjective and an adverb is shown below:

Examples

Adverb Sentence	Adjective Sentence
Nagalakat siya **sing dasig**. *He/she walks fast(ly).* **Dasig** siya nga nagalakat. *He/she walks fast.*	**Dasig** ang Jeepney. The Jeepney is fast. Ang **dasig** nga Jeepney. The fast Jeepney.
Verb: walks (*nagalakat*) Adverb: fast(ly) (*sing dasig)* fast (*dasig)*	Noun: Jeepney Adjective: fast (*dasig)*

When the adverb ends in –ly, use *sing* directly before the word. Or you may choose to use the adverb directly before the verb, particles, object, and subject of the sentence. Follow previous grammar rules in placing the verb, particles, object, and subject of the sentence after adding the adverb at the beginning.

Examples

Ginbasa mo bala ini **sing dasig?** *Did you (singular) read it fast(ly)?*	**Dasig** mo bala ini ginbasa? *Did you (singular) read it fast(ly)?*
Nagaulan **sing baskog gid**. *It is raining really strong(ly).*	**Baskog gid** nga nagaulan. *It is raining really strong(ly).*
Nagasinggit sila **sing tunog**. *They are yelling loud(ly).*	**Tunog** sila nagasinggit. *They are yelling loud(ly).*

Activities

Personal



Speaking

A. Read Doctrine and Covenants 76. This section contains detailed descriptions of the three kingdoms of glory and the types of people that will inhabit each kingdom. After reading the section thoroughly in English. Practice aloud describing each kingdom and the types of people that will go to each one. If you don't know how to describe something in the way you would like, look up new words in the dictionary. Start adding in some of your new vocabulary to your lessons whenever you teach about the plan of salvation.



Listening

B. During Sunday School listen for when people are sharing personal experiences or other stories. Pay attention to how they use adjectives and adverbs to provide details about characters, places, and things to enrich the story. Write down any adjectives or adverbs you would like to begin implementing into your own speech.



Reading

C. Alma 40 describes the two conditions which exist in the spirit world as well as the people that will be in each condition. Read the chapter carefully and look up any adjectives you don't understand. Then describe the spirit world in your own words as if you were teaching the plan of salvation to an investigator.

D. Read "*Ang Panimalay: Isa ka Proklamasyon sa Kalibutan*" aloud. Make a list of adjectives found in "The Family: A Proclamation to the World," and take note of their use in the various sentence structures throughout the proclamation. Think about a family in the ward in which you are serving that you and your companion could visit to share a brief five minute message about something you learned from your study of the proclamation.

Writing

E. Each sentence has at least one adjective or adverb. Write the adjectives and adverbs in both Hiligaynon and English on a separate sheet of paper. Check your answers.

Examples	
Nakapula si Jolly Marie. *Jolly Marie is wearing red.*	**nakapula** – wearing red
Ang mahal nga perlas. *The expensive/valuable pearls.*	**mahal** – expensive, valuable

1. Mapasyensyahon ang Diyos.
   God is patient.
2. Matahum ang Pilipinas.
   The Philippines is beautiful.
3. Malipayon ako kon masinulundon ako.
   I'm happy when I'm obedient.
4. Malip-ot ang kapitulo nga ini.
   This chapter is short.
5. Ginkaon nila ang gindumilian nga bunga.
   They ate the forbidden fruit.
6. Kabalo ako nga matuod ang Libro ni Mormon.
   I know that the Book of Mormon is true.

7. Makabaton ka sang kabuhi nga wa'ay katapusan.
   You will be able to receive eternal life.
8. Maghutik ang Espiritu sing mahipos.
   The Spirit will whisper quietly.
9. Nasakitan ang tagipusuon niya sing grabe.
   Her heart was severely hurt.
10. Gintudlo namon ang Pulong sang Kaalam sing maathag.
    We taught the Word of Wisdom clearly.

F. From the bank of words, choose the correct adjective or adverb. Write out your answers on a separate sheet of paper. Make sure that adjectives are linked to the nouns they describes, if necessary. Check your answers. Each adjective will only be used once.

1. ___ ang Libro ni Mormon. (*true*)
2. ___ ako sang nabunyagan ako. (*wearing white*)
3. Indi kita ___ kon ___ kita. (*strong, disobedient*)
4. ___ si Korihor. (*worldly*)
5. ___ ang mga Zoramnon. (*prideful*)
6. ___ ang Diyos. (*merciful*)
7. May ara kita sang ___ nga propeta subong. (*living*)

Word Bank

maloloy-on
mabakod
buhi
matuod
di-masinulundon
nakaputi
maka-kalibutanhon
bugalon

Companion

Speaking

G. Using adjectives and intensifiers, take turns with your companion describing one of the pictures in the front of the Book of Mormon or the gospel art book without saying any of the names of the people in the picture. Using the descriptions your companion gives you, try to guess what the picture is depicting, or where in the scriptures this picture is depicted.

H. Think of a figure from the scriptures (for example, Nephi) that you would like to discuss with an investigator. Have your companion act as that investigator. Use four adjectives to describe the figure in as much detail as possible.

Listening

I. Ask a few members how their lives have changed since they joined the Church. Listen as they compare their former life to their current life, and pay special attention to what words they use to describe and explain their conversion. After they are finished, summarize what they just told you by using similar words to the ones that they used. Then, ask them about somebody they know that could benefit from the story that was just described. Promise to contact the referral as soon as possible and make sure that you do so. Invite the member to share those same changes with their chosen friend that they described to you and your companion. This can also be a good question to ask your investigators to help them see the fruits of the gospel.

J. Ask a native speaker to share his or her experience attending church for the first time. Listen for adjectives he or she uses to describe the experience. Be polite and attentive, and when the native speaker is finished sharing, ask him or her the following questions about that experience. After the visit, discuss with your companion what you learned.

1. Who invited you to church?
2. What did you wear?
3. How were the people in the meetings?
4. What feelings did you have during the meetings?
5. What made you want to either attend church again or not attend church again?



Reading

K. Read the following verses and write down all the adjectives you find on a separate sheet of paper as well as their translations. Think of situations in your everyday missionary work where you could use these adjectives, and then describe them to your companion.

1. Alma 22:15
2. Mosias 3:19
3. Moroni 7:45
4. 1 Nefi 8:4-5
5. 1 Nefi 8:9-11

Writing

L. Create your own version of Mad Libs, and then ask your companion to fill in the blanks with nouns, adverbs, and adjectives to tell a story. Then share your story to your companion. See if the adverbs and adjectives make sense in the way they fit into the story. Notice some adjectives can't be used in all situations and remain grammatically correct.

Group



Speaking

M. As a group, pick several principles that are difficult to understand. For example: the Godhead, priesthood authority, faith, grace, the Atonement, or prophets. Assign two missionaries to describe each principle using adjectives and adverbs. Listen to the descriptions used by other missionaries, and write down the ones you would like to use in the future. Once you have a good list of descriptive words, practice teaching using the words listed. Have the other missionaries that are listening give feedback.

N. Scenario: You and your companion have been teaching a Catholic family who has been asking to see a picture of your family. In today's lesson, you decided to bring a picture to show them. As you are sitting down with them, you pull out the picture and introduce your family and describe each person in the picture. With another companionship, have three of the missionaries take the role of the investigator family and have the fourth person be the missionary. Using the grammar principles from this lesson, have the missionaries practice describing their family to the rest of the investigators. Have the investigators ask questions about the family of the missionary. Once you are finished, switch roles and repeat the scenario.

Listening

O. Divide the missionaries into groups of four or fewer. Have each missionary choose a character from the Book of Mormon. Take turns asking each other yes or no questions to find out each other's identity. Try to use as many adjectives, adverbs, or traits as possible. For example: "Are you a brave soldier?" "Are you a faithful prophet?" After give each other feedback on Hiligaynon grammar, pronunciation, and vocabulary.

P. With your district, take turns talking about someone in your life who has influenced you or someone that you consider to be a role model. As you listen to each person share, write down some of the adjectives and adverbs he or she used to describe that person. As a district, combine your lists of adjectives and adverbs that can be used to describe people.

Reading

Q. Each missionary writes a Hiligaynon sentence of exactly 10 words without any adjectives on a slip of paper, folds it in half, and places it in a bowl, or simply in the middle of a table. The papers are shuffled, and each missionary then takes one. Set a timer for 15 seconds and open your paper to the sentence. Insert as many adjectives into the sentence as possible in 15 seconds. Let everyone read the new sentences. The missionary with the most adjectives in his or her sentence at the end of the time period wins.

Writing

R. Have the missionaries choose three Christ-like attributes from chapter 6 of *Preach My Gospel*. In a journal or on a separate piece of paper, write 5-10 adjectives describing each Christ-like attribute. Discuss as a group.

Identification Sentences

Examples

Jesus Christ **is the** Son of God.	**Si** Jesucristo **ang** Anak sang Diyos.
Adam **was the** first prophet.	**Si** Adan **ang** una nga propeta.
Jesus Christ **is our** Redeemer.	**Si** Jesucristo **ang** aton Manunubos.
He **is the one** who will be baptized later.	**Siya ang** bulunyagan dugay-dugay.

Explanation

Use identification sentence structure to identify something or someone by a name, title, or other descriptor. In contrast, predicate subject sentences simply describes the subject with a predicate.
In English, identification sentences are comparable to using the definite article "is **the"** instead of the indefinite article "is **a/an**," though this is not a perfect comparison. Identification sentences tend to be more definitive than predicate subject sentences.

In identification sentences, both the predicate and the subject are marked by ***ang*** phrases. In these sentences, the order of the predicate and subject are switched.

Examples

Predicate Subject	Identification Sentence
Propeta si Russell M. Nelson. *Russell M. Nelson is a prophet.*	**Si** Russell M. Nelson **amo ang** propeta subong. *Russell M. Nelson **is the** prophet today.*
Nakaitom siya. *He/she is wearing black.*	**Siya amo ang** nakaitom. *He/she **is the** one wearing black.*
Nagbayad-sala Siya para sa aton tanan. *He atoned for us (inclusive) all.*	**Si** JesuCristo **amo ang** nagbayad-sala para sa aton tanan. *Jesus Christ **is the** one that atones for us (inclusive) all.*
Mga lalaki sila. *They are boys/males.*	**Sila ang** mga lalaki. *They **are the** boys/males.*

Note: Identification sentences are commonly used to answer *sin-o* (who) and *ano* (what) questions. See chapter 19, "Interrogatives" for a review on questions.

Form and Usage

Identification sentences follow the pattern:

- **ANG** + SUBJECT + **AMO ANG** + PREDICATE

Note: *amo ang* loosely means "is" in English. This can be shortened to just *ang* by dropping the *amo*. Identification sentences are usually correct with or without the word *amo* in conversational Hiligaynon.

Examples

Si Jesucristo lang **ang** makapagbayad-sala para sa aton.
*Jesus Christ **is the** only one that could atone for us (inclusive).*

Si Joseph Smith **ang** propeta nga gintawag sang Diyos nga magpanumbalik sang matuod nga simbahan.
*Joseph Smith **is the** prophet that God called to restore the true church.*

Ang buhi nga propeta lang **ang** tawo nga may mga yabi sang awtoridad sang priesthood sang Diyos.
*The living prophet **is the** only person that have the keys for the priesthood authority of God.*

Si Maria **ang** lloy ni Jesus.
*Mary **is** Jesus's mother.*

Kamo amo ang mga representate ni Jesucristo.
*You (plural) **are** representatives of Jesus Christ.*

Note: When negating identification sentences, simply place the word *indi* at the beginning of the sentence.

Examples

Indi <u>si</u> Joseph **<u>ang</u>** ginasimba namon.
*Joseph Smith **is** not who we (exclusive) worship.*

Indi <u>ako ang</u> tawo nga ginapangita nyo.
*I **am not the** one that you (plural) are looking for.*

Activities

Personal

<u>Speaking</u>

A. Practice introducing yourself and your companion to members in your ward. Get to know the members and practice with them how a formal introduction with an investigator or a recent convert might play out.

<u>Listening</u>

B. When meeting new people listen to how they introduce themselves and others to you and your companion. Pay careful attention to the use of titles and positions. What can you learn about Filipino culture based on the different ways they may or may not put emphasis on title, rank, familial relation, or other identity or relational factors?

<u>Reading</u>

C. Read the title page and introduction of the Book of Mormon and answer the following questions. Look for as many identification sentences as you can.

1. Why are identification phrases used instead of just predicate subject?
2. How would the meaning change if an adjective were to go after the noun or the other way around?

D. Repeat the above activity for "*Ang Buhi nga Cristo*."

<u>Writing</u>

E. Write the correct subject markers or pronouns that would complete each sentence. Check your answers.

1. ___ tatay ko ___ nagbunyag sa akon sang 8 pa lang ako. My dad is the one that baptized me when I was eight.	2. ___ lang ___ Bugtong nga Inanak* sang Amay. He is the only Begotten Son of the Father.
3. ___ Elder Clark ___ magtudlo karon. Elder Clark is the one who will teach later.	4. ___ ___ matuod nga Simbahan. This is the true Church.
5. ___ ebanghelyo ___ nagapabakod sa akon kon nagaatubang ako sa mga pagtilaw. The gospel is what strengthens me when I am facing trials.	6. ___ ginahimo naton sa sulod sang aton mga balay ___ pinakaimportante nga obra sa kalibutan. What we (inclusive) do inside our (inclusive) homes is the most important work in the world.
7. ___ ___ Sister Cruz. I am Sister Cruz.	8. ___ ___ Brother Lozano. He is Brother Lozano.
9. ___ Joseph Smith ___ una nga propeta sang Diyos sa ulihing dispensasyon. Joseph Smith was the first prophet of God in the last dispensation.	10. ___ Adan kag ___ Eva ___ una nga mga tawo sa kalibutan. Adam and Eve were the first people on earth.

*Inanak (root word anak) is uncommon in modern spoken Hiligaynon. It is, however, the terminology used in scripture.

F. On a separate sheet of paper, translate the following sentences into Hiligaynon. Use the identification sentence for each sentence. Check your answers.

1. Mosiah was the last king of the Nephites.
2. The Church of Jesus Christ of Latter-day Saints is the kingdom of God on the earth today.
3. Jesus Christ is the light and life of the world (mankind).
4. That is what I am reading in the scriptures right now.
5. Megan is our (exclusive) oldest child.
6. Sariah is Nephi's mother.
7. Sister Mabinay and Sister Mesa are the missionaries in the Molo 1st ward.
8. Brigham Young is the prophet that followed Joseph Smith.
9. The Atonement of Jesus Christ is the most important part of the plan of salvation.
10. The Lord is God of all the earth.

Companion



Speaking

G. With your companion, take turns asking each other and answering ano or sin-o questions (see chapter 19, "Interrogatives") about one of the subjects below. Answer using identification sentences. Go until you and your companion have both asked and answered at least 10 questions.

1. Members of your ward
2. Investigators
3. Characters in the scriptures

Example

Sin-o ang nagtudlo kay Haring Lamoni?	Si Amon ang nagtudlo kay Haring Lamoni.
Who taught King Lamoni?	*Ammon is the one that taught King Lamoni.*

H. The first four questions used in conducting a baptismal interview ask about belief in God, Jesus Christ, and the Church. These are frequently translated using identification sentences. Practice asking each question with your companion being sure to use identification sentences for this practice. Discuss with your companion possible alternative translations. How does an identification sentence translation compare to any alternatives? Practice these questions until you can comfortably ask them. It is encouraged to use these questions before an investigator is actually interviewed to better prepare him or her for baptism.



Listening

I. Take each sentence from Activity F and form questions using *sin-o* or *ano*. If needed, see chapter 19 for help on interrogatives. Ask your companion each question and listen to his or her answers. Does he or sheuse identification sentence structure? Compare your companion's answers with the answers for Activity F. Consider the different ways you can manipulate a sentences structure and still be able to convey the same message.

Example

Original Phrase: I am the youngest in my family.	Question: Who is the youngest in your family?
Ako ang kamanghuran sa pamilya ko.	Sin-o ang kamanghuran sa pamilya mo?

J. During a fast and testimony meeting listen to how the members testify about Jesus Christ, the Church, and prophets. Write down all the times you hear an identification sentence. Discuss with your companion why someone may choose to use an identification sentence as opposed to a predicate subject sentence while bearing testimony. How would the meaning change if a different sentence structure was used? How are identification sentences used to emphasize the definitiveness of something?

Reading

K. In scripture Jesus Christ often goes by many different names. Read the verses below and discuss with your companion the meaning and importance of the various names and titles of Christ. Refer to the Topical Guide or Bible Dictionary to expand on this activity.

3. 2 Nefi 19:6
4. 3 Nefi 9:18
5. 3 Nefi 11:10-14
6. Mosias 3:8

Writing

L. Sometimes a thoughtful note or letter can be a helpful way to uplift investigators and recent converts. Using at least five identification sentences write out your testimony with your companion. Together with your companion decide who would benefit from receiving your handwritten testimony, then drop by to deliver the note and to share a message to that person and their family.

Group

Speaking

M. Bring a picture of your family to district meeting and introduce your family to your district. Using individual names or titles, introduce each of your family members and share your relationship to them (brother, sister, mother, cousin, etc.). Give everyone an opportunity to introduce their family. Pay attention to others as they introduce their families. Try to use identification sentences.

N. Those that you teach may know very little about the Church and the Restoration of the gospel. It is important to build this foundation in order for those you teach to develop their own testimony about the truthfulness of your message. In your group, identify some important details from lesson 1 that you will need to introduce and clearly explain (ex: Joseph Smith, The Book of Mormon, the Godhead, etc.). Practice teaching and introducing the topics you come up with, being sure to use identification sentences as much as possible for this exercise.

Listening

O. Review "How to Begin Teaching" (*Preach My Gospel*, 176) during one of your meetings. After reviewing the material, invite the missionaries in the group to practice expressing some of the bulleted items from the section by using identification sentences to share their message. Listen carefully to each missionary, and as a group discuss and give feedback on Hiligaynon grammar and pronunciation.

Reading

P. Scenario: You are teaching a man named brother Rogelio and find out that he has been wary of reading the Book of Mormon because he only believes in the Bible. He doesn't understand what the Book of Mormon is or why it is important. Take five minutes to break up into small groups and practice teaching Rogelio about the Book of Mormon. Work sections from the introduction into your teaching. After the five minute lesson is over, talk in your group about what was good and what could be improved. Switch roles and repeat the exercise. Note when you use identification sentences, and how identification sentences can add power and clarity to your teaching.

Writing

Q. Choose a translated conference talk on a topic you are studying as a group. Read through the translated talk with your companion marking at least 10 identification sentences that stand out to you throughout the talk. Compare notes with others in the group. After a brief discussion write some of these sentences in your journal or on a notecard so you can practice saying them throughout the week. Practice using them with your companion during study and consider using them in lessons when prompted by the Spirit to do so.

Mangin: To Become

Examples

Your family **will become** strong as you accept the gospel.	**Mangin** mabakod ang imo pamilya samtang ginabaton mo ang ebanghelyo.
How can we **be** perfected in Christ?	Paano kita **mangin** perpekto kay Cristo?
Adam and Eve **became** mortal.	**Nangin** mamalatyon si Adan kag si Eva.
Now, we see that the man **had become** as God, knowing good and evil. (Alma 42:3)	Karon, makita naton nga ang tawo **nangin** subong sang Diyos, nga nakahibalo sang maayo kag malain. (Alma 42:3)

Explanation

Mangin means "to become." Hiligaynon lacks a "to be" verb, the different tenses of *mangin* are the closest to the English "was," "were," and "will be."

Examples

Nangin mapainubuson siya. *He/she **became** humble.*	**Mangin** mas malipayon kita kon sundon naton si JesuCristo. *We (inclusive) **will be** happier if we follow Jesus Christ.*

Form

There are two variations of *mangin*.

Past Tense	Infinitive/Future Tense
Nangin	**Mangin**
Became *Was/were*	*Will become* *Will be*

Note: In the Hiligaynon *Libro ni Mormon*, you may find another version of *mangin,* which is *magmangin*. This is not used commonly in conversational Hiligaynon.

Usage

Basic *mangin* sentences follow the pattern:

- **MANGIN** + PREDICATE + ANG + SUBJECT

Examples

Nangin mainuswagon ang mga Nefinhon. *The Nephites **became** progressive (prosperous).*	**Mangin** mas mabakod ang pamilya mo kon magpangamuyo kamo sing ululupod. *Your (singular) family **will be** (become) stronger if you (plural) pray together.*
Nangin propeta bala si Joseph Smith? *Was Joseph Smith a prophet?* *(Did Joseph Smith become a prophet ?)*	Kon **mangin** masinulundon kita, mabaton naton ang mga bugay halin sa Diyos. *If we (inclusive) are obedient, we (inclusive) will receive blessings from God.*
Nangin mas maloloy-on ang Diyos sa ila. *God was (became) more merciful to them.*	**Mangin** mas malipayon kita kon masinulundon kita sa mga kasuguan sang Diyos. *We (inclusive) will be (become) happier if we (inclusive) are obedient to God's commandments.*

Note: *Mas* meaning "more" can come before or after *mangin* when describing "will be more" of something. You can conceptualize this concept by imagining the *mas* applies to whatever is directly after it. Therefore, "**Mas mangin** malipayon . . ." could be thought of as "more become happy" while "**Mangin mas** malipayon . . ." could be thought of as "become happier." The meaning conveyed is essentially the same either way.

Examples

Mas mangin dako ang handum mo. *Your (singular) desire **will be** (become) greater.*	**Mangin mas** dako ang handum mo. *Your (singular) desire **will be** (become) greater.*

Complex *Mangin* Sentences

Mangin clauses can be embedded into other sentence structures such as VAOL (see chapter 13, "VAOL/R"), using conjunctions (chapter 34, "Conjunctions and Compound Sentences"), and pseudo verbs (chapter 23, "Pseudo Verbs"). When a *mangin* phrase is embedded into another sentence structure, be careful that the subject (who/what is becoming) is clear. It is usually not necessary to clarify the subject if it corresponds to the same actor/subject as the phrase it is embedded into.

Examples

Maghanda na kamo subong nga **mangin** misyonaryo.
*Prepare right now to **be** (**become**) missionaries.*

Gusto ko **mangin** mas mabu-ot.
*I want to **be** (**become**) more kind.*

Nagapangamuyo ako kada adlaw agud mas **mangin** malapit sa Diyos.
*I pray every day in order to **be** (**become**) closer to God.*

Ginhatagan kita sang Diyos sang mga pamilya para **mangin** malipayon kita.
*God gave us (inclusive) families so that we would **be** (**become**) happy.*

Buligan ka nila nga **mangin** mas sagad pa gid sa Hiligaynon.
*They will help you to **be** (**become**) even more expert in Hiligaynon.*

Using *Mangin* or Not Using *Mangin*

When deciding whether or not to use *mangin* or *nangin*, remember that most Hiligaynon sentences can be said in many different ways. Below is an illustration of possible ways to use *mangin* or *nangin* with sentences that are the same (or almost the same) in meaning, but don't use *mangin* or *nangin* to communicate the same meaning.

Examples

Sentences without *Mangin*	**Sentences with *Mangin***
Kon maghinulsol kita, **magabakod** ang pagtuo naton. *If we (inclusive) repent, our (inclusive) faith **will be** (**grow**) **stronger**.*	Kon maghinsulsol kita, **mas mangin mabakod** ang pagtuo naton. *If we (inclusive) repent, our (inclusive) faith will **be** (**become**) stronger.*
Sang nabunyagan ako, **natinloan** ako sa akon mga sala. *When I was baptized, I **was cleansed** from my sins.*	Sang nabunyagan ako, **nangin matinlo** ako halin sa akon mga sala. *When I was baptized, I **became** clean from my sins.*
Kon pilion naton ang husto, **malipayon** ang Diyos. *If we (inclusive) choose the right, God will **be happy**.*	Kon pilion naton ang husto, **mangin malipayon** ang Diyos. *If we (inclusive) choose the right, God will **be** (**become**) happy.*

Activities

Personal

Speaking

A. Come up with as many "*kon . . . mangin*" statements in Hiligaynon that pertain to the Word of Wisdom as you can. Example: Kon halungan ko ang akon nga lawas, mas mangin mabakod ako. (*If I take care of my body, I will become stronger*). Repeat this activity with other commandments from lesson 4.

Listening

B. Ask a member what changed in his or her life when he or she decided to become a member and get baptized. Listen for how the member uses *mangin* or *nangin* to share his or her experiences. Write down anything that stands out to you and think about how you can use your own experiences or the experiences of others when teaching investigators of the Church.

Reading

C. Read the translated version of "Becoming a Disciple of Our Lord Jesus Christ" by Elder Robert D. Hales from the April 2017 general conference. While reading through pay attention to the use of the word *mangin*. After reading through the talk make a list of things we must do to become a true disciple of Jesus Christ. Talk with your companion about what you learn and consider who else you could share this with in your area.

D. Read Mosias 3:18-19. These verses say that the natural man is an enemy to God and that we must become as saints and little children. Read the verse carefully and lightly mark the qualities given in order to become "as a child." Answer the following questions after reading the verses.

1. What is meant by becoming as a child in this verse?
2. How can we put off the natural man? How can the qualities described in the scriptures be developed?
3. What can you do this week to apply these verses?

Writing

E. Write a short letter in English about who you have become, who you are becoming, and what you want to become through serving a full-time mission. Translate it to Hiligaynon and share one or both versions to someone that you feel could benefit from this personal testimony of yours. This could be a particular family member, a less-active missionary-aged member in the ward you are serving, or your companion.

F. On a separate sheet of paper, translate the following sentences using *mangin* phrases. Check your answers.

1. Their hearts became harder.
2. She became a disciple.
3. How was Joseph honest in all things?
4. Adam and Eve became mortal.
5. . . . in order to be effective . . .
6. They will not be great examples.
7. God will be merciful to all those who have repented.
8. We (inclusive) should be more hard working in teaching the gospel.
9. God will not be happy if we (inclusive) sin.
10. How were you (singular) an effective teacher?

Companion



Speaking

G. Review the invitations you and your companion plan on extending today. With your companion, practice extending the invitations and testifying of the principles you have taught using at least one *mangin* phrase per invitation. Plan with your companion to use these phrases as you invite your investigators today.

H. With your companion talk about each of your investigators and describe those who are genuinely interested in your message. Contrast those examples with your investigators that may only be listening because they want to be nice or because they are afraid of offending you. Discuss with your companion what you can do for each one to become more interested in your message.



Listening

I. Practice using the verb *mangin* by discussing with your companion in Hiligaynon what we can become through the Atonement of Jesus Christ. Come up with 10 sentences each using a form of *mangin*.

J. Using the scriptures and *Preach My Gospel*, create a lesson plan for lesson 2, "The Plan of Salvation" using at least seven *mangin* phrases throughout the lesson. Practice teaching with your companion. Ask him or her to listen for and to correct your usage of *mangin* phrases as you teach. After receiving feedback, switch places and repeat.



Reading

K. Read the following scriptures from the Book of Mormon about some of the qualifications for baptism. Before baptism can take place a change must occur. Discuss with your companion what a person must become using some of the vocabulary from the scriptures.

1. 2 Nephi 9:23
2. Mosiah 18:8-10
3. Alma 7:14-15
4. 3 Nephi 11:23-27
5. Moroni 6:1-4

Writing

L. Promised blessings often provide powerful motivation to keep the commandments. Use this chart to write some specific blessings for each commitment as well as blessings for specific investigators. After discussing each one with your companion, write down a sentence using *mangin* that promises if your companion keeps that commitment, then he or she will receive some specific blessing.

Commitment	Specific Blessings	Promised Blessing (using *mangin)*
Himuon mo bala nga magpangamuyo agud mahibaloan kon matuod ang Diyos kag si JesuCristo? *Will you pray to know that God and Jesus Christ are real?*		
Himuon mo bala nga magpangamuyo agud mahibaloan kon matuod ang Libro ni Mromon? *Will you pray to know that the Book of Mormon is true?*		
Himuon mo bala nga magsimba sa Dominggo? *Will you attend church on Sunday?*		
Himuon mo bala nga magpabunyag? *Will you be baptized?*		
Himuon mo bala nga sundon ang Pulong sang Kaalam? *Will you live the Word of Wisdom?*		
Himuon mo bala nga sundon ang Layi sang Ikapulo? *Will you live the law of tithing?*		

Group

Speaking

M. Pair up with another companionship in your group. One companionship will pretend to be the missionaries and the other companionship will play the role of investigators named Christian and Alex. Today you are teaching Christian and Alex about the Word of Wisdom. They don't have very good health, because the only food that they eat and the only thing that they drink is junk food and coffee. Teach Christian and Alex that part of keeping the Word of Wisdom is not only to avoid harmful substances, but to eat healthy foods as well. Teach them about the blessings they will receive by keeping the Word of Wisdom. When you are finished, evaluate, switch roles, and repractice.

N. You have been teaching the Sangco family for the last month. Recently, they have struggled to keep their commitments because of persecutions from family and neighbors and other trials. Testify of specific blessings you have received from being obedient. Invite the Sangco family to exercise their faith by keeping God's commandments. Promise them blessings as directed by the Spirit.



Listening

O. Scenario: You and your companion have been meeting with an investigator named Angel who you have been meeting with regularly for a couple of weeks now. She likes the things that you have taught her, but she doesn't quite understand how it will help her. She feels like they are all good things, and that every religion teaches to be good. With another companionship, have one of the missionaries from a companionship take the role of Angel, and the three other missionaries will teach Angel as themselves. Help Angel understand how the gospel pertains to her and how it can help her become a better person. Promise her specific blessings that she will receive if she keeps the commitments that you have extended to her. After promising blessings, recommit Angel to read the Book of Mormon, pray, and go to church. After you are finished, switch roles and do it again.

P. Scenario: Brother Santillan wants to become a member of the Church, but you have had to push his baptismal date back several times because he keeps skipping church each week. In your meeting with Brother Santillan, ask him why we are commanded to attend church every week in order to be baptized. After listening to his response, use "*mangin*" to teach Brother Santillan why we attend church and why the sacrament is so important. With your companion, have one missionary take the role of missionary, and the other of Brother Santillan. When you are finished, evaluate, switch roles, and do it again.



Reading

Q. Choose from one of the Hiligaynon missionary pamphlets for the first three lessons. Each of these uses both *mangin* and *nangin* throughout their explanations. As a group read through the pamphlets to become familiar with their content. After reading, ask a couple of missionaries to demonstrate how to teach with the pamphlet. Let the group give feedback on the teaching and then allow for the missionaries to demonstrate the teaching again.

Writing

R. Read "A Successful Missionary" in chapter 1 of *Preach My Gospel*. Have everyone in the group create a list of attributes or characteristics that a good missionary should develop. Discuss as a group some of the attributes and how to become the type of missionary that has those qualities. Allow time for everyone in the group to reflect and write in their journals (in Hiligaynon) about how they can become a more successful missionary.

Review: Describing Objects and People

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking About and Describing Objects, People, and Their Characteristics

- Adjectives and Adverbs
- Identification Sentences
- *Mangin*: To Become

Activities

Personal



Speaking

A. Open to the last page of lesson 1 in *Preach My Gospel* and read through some of the key definitions. Look at some of the terms you find difficult to explain and practice giving a description out loud using adjectives, adverbs, and identification sentence structure. Write your descriptions in your language notebook.



Listening

B. Ask a native speaker about the differences between two different regions of the Philippines. Talk about the people, their language, cuisine, and other lifestyle differences. For example: compare your area and Northern Mindanao. Write down some of the main differences you learn and include any new vocabulary in your language journal.



Reading

C. Read Alma 5:46 identify what principles are used in this verse. Discuss it with your companion. In Hiligaynon, share an experience that helped you to know the truth of the gospel.

D. Read 2 Nephi 2:27–29 in Hiligaynon and English. On a separate sheet of paper, make two columns. In one column, write down every adjective, adverb, predicate of an identification statement, and *mangin* in the scripture. Across from each of these, in the other column, write out who or what is being described. Check your answers.

Writing

E. On a separate sheet of paper, write down the correct adjective, adverb, pronoun/noun marker, or tense of *mangin* to complete each sentence. Include linkers where necessary. Check your answers.

1. ___ ang asawa ni Bishop.
   Bishop's wife was wearing red.
2. ___ kag ___ ang pamilya ni Jun-Jun.
   Jun-Jun's family is kind and hard-working.
3. ___ importante ini sa ila sang nag-agi sila sa mga pagtilaw.
   This became important to them when they went through trials.
4. Ako ___ kamanghuran sa pamilya ko.
   I am the youngest in my family.
5. ___ ang plano sang Diyos.
   The plan of God is wondrous.
6. Gusto ko ___ malipayon.
   I want to become happy.

7. ___ Jesucristo ___ nagbayad-sala para sa aton mga sala.
   Jesus Christ is the one that paid for our (inclusive) sins.
8. ___ matinlo kita kon maghinulsol kita.
   We (inclusive) become clean if we (inclusive) repent.
9. Siya ___ nagpanumbalik sang Simbahan ni Jesucristo.
   He is the one that restored the Church of Jesus Christ.
10. Indi ___ ang mga bituon sa kalangitan.
    The stars in the heavens are uncountable.
11. Kon magbasa kita sang Libro ni Mormon, mangin ___ ang aton pagtuo.
    If we (inclusive) read the Book of Mormon, our (inclusive) faith will become firm.
12. ___ Kristiyano ang mga nagpati kay Jesucristo.
    Those who believed in Christ became Christians.

F. On a separate sheet of paper, translate the following sentences into Hiligaynon. Check your answers. This activity assumes that you can do present tense conjugations.

1. He is the bishop of our (exclusive) ward.
2. Those with faith will become strong.
3. He is our (inclusive) merciful Savior.
4. We (exclusive) are the missionaries in this ward.
5. Our (inclusive) decisions are important.
6. She was wearing glasses.
7. He is the Only Begotten Son of our (inclusive) Father in Heaven.
8. Elder Pineda became a zone leader.
9. They are Bacolod people.
10. That game is for children. (use pang)

Companion

Speaking

G. Practice teaching with your companion as if he or she were an investigator by using 2 Nephi 2:27–29, describing God, Satan, and men. Describe why agency is preserved or taken away according to whom we choose to follow. Get feedback on how well you used adjectives, adverbs, identification statements, and *mangin*.

H. Read Alma 48:11–13, 17–18 about Mormon's description of Captain Moroni in Hiligaynon and English. Write down and look up any unfamiliar vocabulary and make note of principles taught in this function. Then have your companion play the role of a member in your area. Teach this scripture, focusing on helping the individual realize how much of a good influence one can be on those around them. Have them discuss Christ-like attributes they would like to develop in their own life. Use adjectives, *mangin* phrases, and identification statements correctly. Get feedback on these areas. After practicing, plan to actually go teach the member as part of a short 5–15 minute lesson.

Listening

I. Imagine that you are talking with one of the families in the ward or branch in which you serve about a family they know who is interested in the gospel. With your companion practice asking questions to find out what each member of the family is like and listen to your companion respond with possible answers. Pay special attention to adjectives, adverbs, proper use of markers, and proper use of identification statements. Then set a goal to ask a member family for referrals and use your questions to find out about the people they describe.

J. Ask a native to tell you about his or her family, including what each member of the family is like and what they mean to the native. Which of the relatives are still living? Who are the family members he or she feels closest with? Help the native make a family history chart that includes his or her extended family, like cousins, aunts, uncles, and great-grandparents. Create a Family Search account for him or her and start entering information. Assign the person to complete as many generations of his or her family chart as he or she can. Remember to follow-up later.



Reading

K. Read the first section of *Ang Panaksihon sang Manalagna nga si Joseph Smith (viii-ix) in Ang Libro ni Mormon up until the asterisks on page ix.* Then describe to your companion in your own words, using as much detail as you can, what the angel Moroni looked like and what the objects hidden in the Hill Cumorah looked like. Get feedback from your companion about how well you used the principles from this review in your descriptions.

Writing

L. Read the same section of the Book of Mormon as is explained in Activity K only this time read through the section once in your English scriptures. Write out a Hiligaynon summary of the entire section including as much information as you are able to accurately remember. Focus on correct application of grammar principles learned in this function. Review your summary with your companion and the account of Joseph Smith as contained in the Book of Mormon. Get feedback on how well you used the grammar during this activity.

Group



Speaking

M. Share your favorite scripture with your district. Using the principles in this section explain a little bit about why it is your favorite, and describe how it relates to your life.

N. Sing one or more of these hymns as a group in Hiligaynon. Pay attention as you sing by listening for the adjectives and identification sentences in these hymns. Write down five phrases you like the best in your notebook.

1. Sa Ibabaw Bukid (Mga Himno kag Mga Ambahanon sang Kabataan, page 30)
2. Ang Espiritu sang Dios daw Kalayo (Mga Himno kag Mga Ambahanon sang Kabataan, page 28)
3. Gugma sa Balay (Mga Himno kag Mga Ambahanon sang Kabataan, page 44)
4. Kamong Mga Santos (Mga Himno kag Mga Ambahanon sang Kabataan, page 6)



Listening

O. As a district, pick several principles that are difficult for people with a Catholic background to understand. For example: God, Jesus Christ, faith, grace, atonement, and prophets. Assign two missionaries to describe one of the chosen principles (using adjectives, verbs that have been changed to nouns, comparisons, etc.). For example, if faith is the principle chosen, a descriptive phrase could be: "hugot nga pagtuo," which means "firm faith." Listen to the descriptions used by other missionaries, and write down the ones you would like to use in the future. Once you have a good list of descriptive words practice teaching using the words listed. Have other missionaries listening give constructive feedback.

P. Using adjectives, take turns describing one of the pictures in the front of the Book of Mormon or in the gospel art book without saying any of the names of the people in the picture. Use the clues try to find the place in the Book of Mormon that depicts the story, who the main characters are, or what/who the picture is of. Use identification sentences when stating your guesses.

Reading

Q. Read "A Brief Explanation about the Book of Mormon" in the preface to the Book of Mormon. Use adjectives, adverbs, and identification sentences to describe the Book of Mormon to your companion. What was Mormon's role with the scriptures? What was Moroni's role with the scriptures? Discuss your answers in companionships.

Writing

R. Read Doctrine and Covenants 76:50-92 about the kingdoms of glory. Split the group into three smaller groups and give one person in each group a marker or piece of chalk. After everyone has finished reviewing the scriptures, call out either telestial, terrestrial, or celestial. Each team will race to write in Hiligaynon a descriptive phrase about the kingdom you call out. The first team to write a correct phrase gets a point. Wrong answers will result in a point deduction.

Asking About and Describing Actions and Events

Purpose

This function will help you talk about what is happening or what we need to do; for example, what God does for us, or what we do to keep the Sabbath day holy. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- Jesus Christ sacrificed Himself for us. (VAOL/R - Verb Sentence Structure)
- **Heavenly Father** loves all of His children. (Identifying the Focus)
- I **prayed** to know the truth of the Book of Mormon. (*MAG*- verbs)
- Could you **give** us your address and phone number? (*I*- verbs)
- They **ate** the food after the blessing. (-*ON* verbs)
- The Apostles **taught** the people His gospel. (-*AN* verbs)
- We can be cleansed through **repentance**. (Nominilization)
- **How** were you baptized? (Type 1 Interrogatives)
- **What** is God's plan for you? (Type 2 Interrogatives)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Tasks from the *Missionary Vocabulary and Phrases* Book

- "Ask Questions and Listen" (What kind of questions should I ask? How do I know how they feel or what they understand? How do I ask questions that invite pondering?)
- "Conduct a Meeting" (What will happen during the meeting?)
- "Explain Priesthood Ordinances" (What do we do with the priesthood?)
- "Extend Commitment Invitations" (What does my invitation really ask them to do? How will I know if they fulfilled the commitment?)
- "Help People Resolve Their Concerns" (What is keeping them from gaining a testimony?)
- "Obtain Referrals" (What can members do to prepare their friends?)
- "Perform Priesthood Ordinances" (What things are said and done during an ordinance?)
- "Plan Daily and Weekly Activities" (What are you doing this week? Where are you going?)
- "Talk with Everyone" (What do they do for work/fun?)
- "Teach Others How to Pray" (What do we do when we pray?)
- "Use the Scriptures" (How can someone apply the scripture in his or her life?)

VAOL/R

Examples

God (A) gives (V) us (inclusive) (R) commandments (O).	Nagahatag (V) ang Diyos (A) sang mga kasuguan (O) sa aton (R).
We (inclusive) (A) make (V) sacred covenants (O) in the temple (L).	Nagahimo (V) kita (A) sang sagrado nga mga kasugtanan (O) sa templo (L).
Jesus Christ (A) gave (V) authority (O) to the apostles (R).	Naghatag (V) si Jesucristo (A) sang awtoridad (O) sa mga apostoles (R).
Prophets (A) guide (V) us (inclusive) (R).	Ginagiyahan (V) kita (R) sang mga propeta (A).

Explanation

In a basic Hiligaynon sentence, the **v**erb comes first, followed by the **a**ctor, then the **o**bject, and finally the **l**ocation/**r**eceiver (VAOL/R). VAOL/R is the most fundamental sentence structure in Hiligaynon and it is the standard sentence structure involving verbs. As interrogatives, pseudo verbs, conjunctions, and linkers get involved, the sentence structure becomes more complex. As you read the scriptures, you will be exposed to other sentence structures.

As shown in the examples below, not all sentence have all three focuses (see the explanations in sections 14–17).

- **VERB + ACTOR + OBJECT + LOCATION/RECEIVER**

Examples

Verb	Actor	Object	Location/Receiver
Nagabasa *am reading (present tense actor focus)*	ako *I*	sang Libro ni Mormon *the Book of Mormon*	upod sa ila. *with them.*
Ginhatag *gave (past tense object focus)*	sang Diyos *God*	ang mga propeta *prophets*	sa aton. *to us (inclusive).*
Magkadto *will go (future tense actor focus)*	kami *we (exclusive)*	------	sa eskwelahan *nila. *to the school.*
Batunon will receive (future tense object focus)	ni John *John*	ang priesthood *sang Diyos. *the priesthood of God.*	------
Nagakaon are eating (present tense actor focus)	ang mga misyonaryo. *the missionaries.*	------	------
Ginatudloan are being taught (present tense location/receiver focus)	------	------	sila. they.

***Note:** Possessive pronouns and markers are not separated from the nouns they mark possession for.

Recognizing Parts of the Sentence

It can sometimes be confusing to recognize the different parts of a sentence, especially when it comes to objects and locations. Here are some questions to consider in order to avoid confusion.
Use the following sentence as an example:

"The missionaries gave my friend a copy of the Book of Mormon."

Verb	Actor	Object	Location/Receiver
Q: What is being done? A: Giving (past tense: gave)	**Use the verb that you identified to fill in the blank below.* **Q: Who/what is "___"?** (Who/what is doing the action?) **Q: Who/what is "giving"?** A: the missionaries	**Use the verb that you identified to fill in the blank below.* **Q: What is being "___"?** (What is being verbed?) **Q: What is being "given"?** A: a copy of the Book of Mormon.	**Use the verb that you identified to fill in the blank below.* **Q: Where is the "___" taking place?** (Where is the action taking place?) **Q: Where is the "giving" taking place?** OR **Q: Who is receiving the "___"?** (Who is receiving the action?) **Q: Who is the receiver of the "giving"?** A: my friend
Actor Focus: Naghatag (V) ang mga misyonaryo (A) sang kopya sang Libro ni Mormon (O) sa abyan ko (L/R).			
Object Focus: Ginhatag (V) sang mga misyonaryo (A) ang kopya sang Libro ni Momron (O) sa abyan ko (L/R).			
***Location/Receiver Focus:** Ginhatagan (V) ang abyan ko (L/R) sang mga misyonaryo (A) sang kopya sang Libro ni Mormon (O).			

***Note:** VAOL form changes slightly for Location/Receiver Focus. See the section below for further explanation.

VAOL/R for Location/Receiver Focus

The word order in a sentence will change when there is a recipient/location focused verb used in a sentence (see section 17, "Location/Receiver Focus," for more examples and further explanation). For sentences like this, the word order of the sentence often changes to the pattern:

- VERB + ACTOR + **RECIPIENT** + OBJECT + LOCATION

Examples

Verb	Actor	Recipient (FOCUS)	Object	Location
Ginatudloan *are teaching*	sang mga misyonaryo *The missionaries*	ang pamilya ko *my family*	sang ebanghelyo ni Jesucristo *the gospel of Jesus Christ*	*sa balay namon.* *at our (exclusive) house.*
Ginhatagan *gave*	sang Diyos *God*	ang Iya mga anak *His children*	sang kahilwayan sa pagpili. *the freedom to choose.*	------
Bugayan *will bless*	Niya *He*	kita. *us (inclusive).*	------	------
Bendisyonan *will be blessed*	------	ang matarong nga mga tawo. *The obedient people.*	------	------

Pronouns

Word order changes in object focus sentences when the object is a pronoun but the actor is not. Word order also changes in location/receiver focus sentences when the location/receiver is a pronoun, but the actor and object are not.
Ang pronouns, *sang* pronouns, and particles (like *na*, *pa, bala,* and *lang*) move to the second place in the sentence. See section 26, "Emphatic Particles and Second Position," to learn more about how to order particular pronouns and particles.

Note: This does not usually apply to actor focus sentences. This is because, in an actor focus sentence, if the actor is a pronoun, it is already in the second position. Other pronouns found in actor focus sentences are usually receivers, which stay in the last position of the sentence (for actor focus).

Object Focus

- VERB + ***ANG* PRONOUN (*OBJECT*)** + ACTOR + LOCATION

Object Focus Examples

Object Focus Verb	Pronoun FOCUS= Object	Actor	Location/Receiver
Ginagamit *being used*	pa **ina** *that*	ni Sister Yao *Sister Yao*	sa pagtudlo. *in teaching*
Ginpatay *killed*	**Siya** bala *Him (?)*	sang mala-ot nga mga tawo? *the wicked people*	----
Maluwas *can save*	**kita** *us (inclusive)*	sang Diyos. *God.*	----

Location/Receiver Focus

- VERB + ***ANG* PRONOUN (*LOCATION/RECEIVER*)** + ACTOR + OBJECT + ADDITIONAL *SA* PHRASE

Location/Receiver Focus Examples

Location/Receiver Focus Verb	Pronoun FOCUS=Location/ Receiver	Actor	Object	Addition *SA* Phrase
Gintudloan *taught*	bala **sila** *(?) them*	sang mga misyonaryo *the missionaries*	sang Pulong sang Kaalam? *the Word of Wisdom?*	----
Hatagan *will give*	**ka** lang *you (singular) just*	ni Elder Williams *Elder Williams*	sang Libro ni Mormon *the Book of Mormon*	sa Sabado. *on Saturday.*
Mabunyagan *will be baptized*	**kamo** *you (plural)*	ni Elder Harding *Elder Harding*	----	sa dason nga semana. *next week.*

Sentence Negation

The VAOL/R sentence structure is also affected when using statements of negation (e.g., "Joseph Smith did NOT write the Book of Mormon"). Statements of negation without pronouns follow the basic VAOL/R structure, except that *indi* (no/not) is added to the beginning of the sentence when the verb is in future tense verb. The same applies for *wala/wa'ay* (no/not) but for past and present tense verbs.

Note: There are some exceptions to using *indi* in present tense. Listen to the way that native speakers use negation sentences (*indi, wala, wa'ay*) and note which tense they are using.

- **INDI/WALA** + VERB + ACTOR (non-pronoun) + OBJECT + LOCATION/RECPIENT

Examples

Indi	Verb	Actor	Object	Location
Indi *not*	gamiton *will use*	ni Brother Arnez *Brother Arnez*	ang kotse. *the car*	----
Indi *not*	tudloan *will teach*	ni Faith *Faith*	----	ang mga bata. *the children*
Wala *not*	nagapamati *listening*	ang mga bata *the children*	----	sa ila maestro. *to their teacher*
Wala *not*	nagsimba *attend church*	ang pamilya Rodriguez *the Rodriguez family*	----	kagina. *earlier*

Sentence Negation with Pronouns

When *ang* or *sang* pronouns are used with *indi/wala* in negation statements, the pattern changes.

Note: Once again, the pronouns and particles take the second position in the sentence, but they are now before the verb instead of after the verb. This is because *indi/wala* now occupies the first position in the sentence.

- **Actor Focus**
  - **INDI/WALA** + ***ANG* PRONOUN (ACTOR)** + VERB + OBJECT + LOCATION/RECEIVER
- **Object Focus**
  - **INDI/WALA** + ***ANG* PRONOUN (OBJECT)** + VERB + ACTOR + LOCATION/RECEIVER
- **Location/Receiver Focus**
  - **INDI/WALA** + ***ANG* PRONOUN (LOCATION/RECEIVER)** + VERB + ACTOR + OBJECT + ADDITIONAL *SA* PHRASE

Examples

Indi/Wala	Pronoun	Verb	Actor	Object	Location/ Receiver	Addition *SA* Phrase
Indi *not*	pa ako *yet I* ***ACTOR**	'kabalo *know*	*	sang sabat *answer*	sa pamangkot. *to the question*	----
Wala *not*	bala kamo *(?) you (plural)* ***ACTOR**	nagtuon *study*	*	sang kapitulo *chapter*	kahapon? *yesterday*	----
Wala *not*	sila *they* ***OBJECT**	ginkagat *did bite*	sang ido *the dog*	*	sa gwa. *outside*	----
Indi *not*	sila *them* ***RECEIVER**	tudloan *will teach*	sang mga misyonaryo *the missionaries*	----	*	sa Sabado. *on Saturday*

Inverted Sentence Structure

Inverted sentence structure is another way to say Hiligaynon sentences with the simple verb, actor, object, and location/receiver components. While inverted sentence structure is not the exception to VAOL/R, it does break VAOL/R rules. Inverted sentence structure is more predominant in the Tagalog language due to the use of *ay*. *Ay* as a sentence inverter does not exist in the Hiligaynon language.

It is completely acceptable to focus your grammar on VAOL/R sentence structure, but keep in mind that Hiligaynon native speakers use a lot more variety than just VAOL/R to formulate sentences. Inverted sentence structure is used often enough that you should at least be made aware of it. It is used most often in formal language such as in *Ang Libro ni Mormon*. It is also used sometimes in spoken language. It is also important to note that inverted sentence structure is not the same as identification sentences (see section 11 "Identification Sentences"). The main difference is that identification sentences are possible only by using the noun marker *ang*. Additionally, inverted sentence structure is usually found in actor focus. See the examples below to draw parallels between VAOL/R sentences and inverted sentence structures.

Examples

VAOL/R Sentences	Inverted Sentence Structure Sentences
"Karon **si Abinadi nagsiling** sa iya . . ." *"Now **Abinadi said** unto him . . ." Mosiah 17:9*	". . . kag **sila nagapamatuod** suno sa kamatuoran nga yara sa Cordero sang Dios." *". . . and **they bear record** according to the truth which is in the Lamb of God." 1 Nephi 13:24*
"Kon indi ninyo pagpatig-ahon ang inyo mga tagipusuon, kag mamangkot sa akon sa pagtuo, nga nagapati nga **kamo magabaton** . . ." *"If ye will not harden your hearts, and ask me in faith, believing that **ye shall receive** . . ." 1 Nephi 15:11*	"Kay nabatian sang Ginuo ang imo mga pangamuyo . . . ginpadala ako sa pagpahayag sa imo agud mahimo nga ***ikaw magkasadya** . . ." *"For the Lord hath heard thy prayers . . . and hath sent me to declare unto thee that **thou mayest rejoice** . . ." Mosiah 3:4*

***Note**: When inverted sentence structure is used, *ka* cannot be used. Only *ikaw* can be used meaning "you (singular)."

Activities

Personal

Speaking

A. Think of a specific investigator you are teaching. What you will teach him or her next? Choose one or two principles from the lesson you will be teaching and write down three complete sentences for each principle that follow the VAOL/R sentence structure. Practice saying these sentences aloud until you feel comfortable. Get feedback from your companion or a native speaker on your use of grammar.

Listening

B. During sacrament meeting or one of your classes, listen for when the speaker or teacher shares a story. Pay attention to when they use a verb and then make note of where the actor, object, or location is in relation to the verb. Also listen for sentences where any of the actors, objects, or locations may be dropped. Think about why they drop certain pieces of the sentence and how you can similarly manipulate sentences in your own speech.

Reading

C. Read the introduction to the First Book of Nephi in your Hiligaynon Book of Mormon. Mark anytime the VAOL/R sentence structure is used. Notice how other sentence structures are used such as the identification sentence structure. Consider how you could reword some of the sentences to become VAOL/R sentences.

D. Read the following verses aloud several times until it flows naturally and fluidly. Focus on pronunciation, not necessarily on the meaning. Ask others for feedback on your pronunciation. Identify three pronunciation errors and make plans to practice correcting these in your next language study. Try to identify the VAOL/R structures. Each verb is bolded.

> "**Nagapati** kami sa Dios, ang Wala'y Katapusan nga Amay, kag sa Iya Anak, nga si Jesucristo, kag sa Balaan nga Espiritu.
> **Nagapati** kami sa hiyas sang mga hinambalan, panagna, bugna, mga palanan-awon, pagpang-ayo, pagpatpat sang mga hinambalan, kag madamo pa.
> **Nagapati** kami sa tanan nga ginpahayag sang Dios, sa tanan nga Iya ginapahayag karon, kag **nagapati** kami nga **magapahayag** pa gid Sia sang madamo nga dalagko kag importante nga mga butang nahanungod sa Ginharian sang Dios.
> **Nagaangkon** kami sang pribelihiyo sa pagsimba sa Dios nga Makagagahum suno sa mga dikta sang amon kaugalingon nga konsiyensya, kag nagatugot sa tanan nga mga tawo sang amo man nga pribelihiyo, nga **tugutan** sila sa pagsimba kon paano, sa diin, ukon ano man ang ila.
> **Nagapati** kami sa pagpasakop sa mga hari, mga pangulo, mga punuan, kag mga hukom, sa pagtuman, pagtahod, kag pagtib-ong sang layi." (Ang Mga Artikulo sang Pagtuo 1:1, 7, 9, 11, 12)

Writing

E. On a separate sheet of paper, write down the verb, actor, object, and location/receiver of each sentence. Then write each sentence in Hiligaynon order. Be sure to watch out for exceptions to the sentence structure. Check your answers.

	Examples
She shared her testimony at church.	**V** = shared, **A** = she, **O** = her testimony, **L** = at church Shared she her testimony at church.

1. Brother Castillo did not go to the temple.
2. Heavenly Father prepared a plan for us.
3. Jesus Christ created the earth under the direction of the Father.
4. He has experienced many trials in his life.
5. God will judge us according to our thoughts and deeds.
6. I will not teach them false doctrine.
7. God gives commandments to us for our own benefit.
8. We do not remember our pre-earth life.
9. Will you read the Book of Mormon?
10. God answers our prayers.
11. Adam and Eve lived in the presence of our Heavenly Father in the Garden of Eden.
12. The Lord revealed the Word of Wisdom to Joseph Smith.
13. God sent His Only Begotten Son to earth.
14. Jesus Christ set a perfect example for us.
15. The Atonement of Jesus Christ will give you peace.
16. Do you believe in God the Father and Jesus Christ?

F. On a separate sheet of paper, write down the verb, actor, object, and location/receiver of each sentence. Pay close attention to the English translations when doing so. For this activity, do not write down the noun marker (ang/sang/sa). Check your answers.

Example

Nagatuon kami sang Doktrina ni Cristo sa amon mga balay. *We study the doctrine of Christ in our homes.*	**V** = Nagatuon, **A** = kami, **O** = doktrina ni Cristo, **L** = amon mga balay

1. Ginhatagan sila ni Jesucristo sang awtoridad.
   They were given authority by Jesus Christ.
2. Kon ginapangita mo ang kaalam . . .
   If you (singular) are seeking for wisdom . . .
3. Ginabantayan ko ang akon nga manghod subong.
   I am watching my younger sibling right now.
4. Makabalik kita tanan sa presensya sang Diyos.
   We (inclusive) will all be able to return to the presence of God.
5. Palihog, patawaron mo ako sa akon mga sala.
   Please, forgive (you) me of my sins.
6. Ginpaambit nila ang sakramento sa tanan.
   They shared the sacrament with everyone.
7. Nagasimba kita sa matuod nga simbahan ni Jesucristo.
   We (inclusive) worship in the true Church of Jesus Christ.
8. Nagtangdo siya sang iya mga kamot sa ila.
   He laid his hands upon them.

Companion

Speaking

G. The various parts of the sentences below appear in the following order: verb, actor, object, location. Say each sentence aloud to your companion, placing the particles in their proper place or negating the sentence as directed. Get feedback on pronunciation. Check your answers.

Note: The English translations do not include the particles to be included in the parenthesis. Therefore, once adding the particles to the sentence, the English translation will change slightly.

Example

Example	Answer
Ginatudloan nila si Angelo. (na) *They are teaching Angelo.*	Gintudloan na nila si Angelo.
Magbasa sila sang libro. (negate) *They will read the book.*	Indi sila magbasa sang libro.

1. Magkadto sila sa Calatrava sa Sabado. (bala)
   They will go to Calatrava on Saturday.
2. Ginbasa ninyo ang sulat. (bala, na)
   You (plural) read the letter.
3. Tudloan ka namon sa dason. (negate)
   We (exclusive) will teach you (singular) next time.

4. Ihatag ni Bishop ang yabi kay Sister Uy. (negate, pa)
   Bishop will give the key to Sister Uy.
5. Ginatinloan namon ang amon balay. (pa)
   We (exclusive) are cleaning our (exclusive) house.
6. Nagbisita Siya sa mga Nefinhon. (negate, bala)
   He visited the Nephites.
7. Ginpadala kita sang Diyos sa kalibutan. (na)
   God sent us (inclusive) to earth.
8. Nagapangayo sila sang pagkaon. (lang)
   They are asking (for) food.

H. Say each sentence below to your companion and have him or her give you an English translation in return. Root verbs are provided next to each sentence for reference purposes. Check your answers. Compare where the various parts of the sentences are placed in English and Hiligaynon. See section 14, Focus for further study on how English to Hiligaynon translations can vary greatly based on emphasis.

	Example	
Ginabasa ko ang Biblia. (basa)		*I am reading the Bible.*

1. Nagkadto ako sa Pilipinas sang Oktubre. (kadto)
2. Nagpakita si Moroni sa iya. (kita)
3. Nagpangayo si Joseph Smith sang kapatawaran sa iya mga kasalanan. (pangayo)
4. Indi pa mabunyagan si JR. (bunyag)
5. Palangga niya ang iya bana. (palangga)
6. Buligan naton ang isa kag isa sa pagsunod sang mga kasuguan sang Diyos. (bulig)
7. Indi siya magpakasal. (kasal)
8. Gintalikdan nila ang mga imol. (talikod)

Listening

I. One of the missionary tasks you will encounter throughout your mission is teaching others how to pray. Discuss with your companion some verbs you could use when teaching about prayer. Then ask your companion to teach you how to pray as if you were learning for the first time. Pay attention to your companion's use of VAOL/R sentences and some of the verbs he or she uses. Ask your companion any questions you may have about the things they shared. After discussing the teaching together switch roles and repeat the exercise.

J. Part of the process for preparation for baptism is obedience to the commandments. Choose an investigator in your area who is struggling to understand or keep a certain commitment in connection to one of the commandments taught in the missionary lessons. Role-play with your companion how to teach the commandment as clearly as possible by using VAOL/R sentences. Focus on using proper grammar to teach the doctrines clearly and understandably. Exchange feedback on the teaching and then switch roles.

Reading

K. Read 1 Nephi 18 looking for verbs. Write down all of the verbs used in the chapter that you are unfamiliar with. Look them up in the dictionary. Go back and study them until you feel completely comfortable telling this story to your companion. Focus on correct usage of verb structure sentences.

Writing

L. Create your own version of Mad Libs with your companion by writing out a simple story in Hiligaynon. Use at least 10 sentences that use the VAOL/R sentence structure. Go through the story and erase several of the verbs, nouns, and adjectives, then have your companion to fill in the blanks again with new words. Read the story aloud and see if it makes sense.

Group

Speaking

M. As a group try to make as long a sentence as possible. Start with one person saying aloud any conjugated verb. Then each person following will expand the sentence one word at a time. If a mistake is made in the VAOL sentence structure or if no more reasonable additions can be made to the sentence, then the chain is broken and the group can try again with a different verb.

N. Identify some of the key actors in the restoration of the gospel (e.g., Jesus Christ, Joseph Smith, Oliver Cowdery, etc.). For each of these main actors, create a list of some of the important things they did to help restore the Church. Write in your journal anything you feel you could share in an upcoming lesson.

Listening

O. Go around the room so all the missionaries can say what they like to do. Each missionary must list three activities that he or she likes to do and use five verbs to describe each activity. Write down any verbs that you hear used that you are not familiar with. Look them up later in a dictionary.

P. As a group, define repentance and explain what a person must do in order to truly repent. Try to make the explanation so simple that a young child could understand what repentance is and how to do it. Invite a few missionaries to demonstrate how they might teach the repentance process. Allow for open evaluation and re-practice to take place to complete the exercise.

Reading

Q. Make two sets of identical flashcards with one word written on each flashcard. Be sure to include a variety of conjugated verbs, all the pronouns and noun markers, and a good selection of nouns, adjectives, and linkers. Split the group into two teams and give a set of flashcards to each team. Give the teams one minute to use the pile of words to create the longest sentence they can think of using the VAOL/R sentence structure. After the minute is up, have both teams read their sentences aloud. If there are mistakes, allow each team an additional fifteen seconds to make some quick revisions. After the revision period, the team with the longest (and correct) sentence wins.

Writing

R. Choose several characters from scripture and write out sentences of things they did and where they did them in the VAOL/R format. Isolate the verb, actor, object, and location/receiver for each sentence and then write all of the parts of all of the sentences on the board in a scrambled up assortment of words. Give the missionaries one minute to unscramble the sentences on their own piece of paper. The missionary with the most correctly unscrambled sentences wins.

Focus

Examples

We donate money to the Church . . .	Naga-amot **kita** sang kwarta sa Simbahan . . .
Members of the Church are counseled to . . .	Ginalaygayan **ang mga miyembro sang Simbahan** . . .
The Church is led by Jesus Christ through apostles and prophets.	Ginapanguluhan ni Jesucristo **ang Simbahan** paagi sa mga apostoles kag mga propeta.
The Holy Ghost teaches us (inclusive) through . . .	Nagatudlo **ang Bala-an nga Espiritu** sa aton paagi sa . . .

Explanation

Verbs in Hiligaynon denote the focus of the sentence. The focus is the emphasis of the sentence: the **what** or **who** the sentence is about or focusing on. Each focus (actor, object or location/receiver focus) has different verb conjugations that are specific to that focus (see chapters 15–17 for more information of verb conjugations for actor, object, and location/receiver focus). One English sentence can be translated multiple ways into Hiligaynon, using different focuses to put emphasis on different parts of the sentence. Usually one focus is more correct or suitable than another, depending on the context, subject matter, or situation.

For example, the sentence "God answered Joseph Smith's prayer" could focus on "God" (when testifying about the ability of God in answering prayers), or the focus could be on "Joseph Smith's prayer" (when testifying about Joseph Smith's First Vision). No matter what focus you use, the sentence is translated the same in English. In English, focus is frequently conveyed through tone of voice. In Hiligaynon, focus is mostly conveyed through sentence structure (verb conjugations, noun markers, etc.). To Hiligaynon speakers, the different focuses carry slightly different meanings. For each sentence that you construct into Hiligaynon, you will need to choose a focus (actor, object, or location/receiver focus).

The focus is always marked by the *ang* noun marker or an *ang* pronoun. The non-focus is always marked with *sang*. When these specific noun markers or pronouns are used to mark the wrong part of the sentence, it can completely change the meaning of the sentence and can cause a lot of confusion for those that you are speaking to (see chapter 3, "Noun Markers and Pronouns," for review of focus and non-focus markers). When the actor is the focus, the object is the non-focus. When the object is the focus, the actor is the non-focus. When the location or receiver is the focus, the actor and object are both the non-focus. Pay attention to the grammar structure for each focus. Depending on the focus that you choose to use, be sure to use the correct *ang*, *sang,* or *sa* noun markers or pronouns for either the actor, object, or location/receiver of the sentence. Without this skill, you will struggle to communicate correctly and effectively in Hiligaynon.

Note: When studying this chapter it may be helpful to review chapters 15–17 on the different verb conjugations to solidify your understanding of individual focuses (actor, object, and location/receiver).

Ang Pronouns

Regardless of the type of focus, the focus of the sentence will be denoted by an *ang* marker or an *ang* pronoun.

Note: Do not put the noun marker *ang* before the *ang* pronouns, name marker, or demonstrative pronouns. The *ang* pronoun takes the place of *ang* in the sentence and denotes focus.

***ANG* Pronouns**	**Singular**	**Plural**
First Person	**ako** *I, me*	**kita** *we (inclusive)* **kami** *we (exclusive)*
Second Person	**ikaw** (or) **ka** *you*	**kamo** *you*
Third Person	**siya** *he, she*	**sila** *they, them*

Name Marker: si _____

Demonstrative *ANG* Pronouns	**Definition and Location**
Ini (‘ni)	This- close to the speaker
Inâ (‘nâ)	That- far from the speaker
Yadto (‘ato)	That- far from both the speaker and the person being spoken to

Sang Pronouns

In actor focus sentences, when the object is a pronoun, *sang* pronouns will be used.
In object focus sentences, when the actor is a pronoun, *sang* pronouns will be used.
In location/receiver focus sentences, when the actor or object is a pronoun, *sang* pronouns will be used.

Note: Do not put the noun marker *sang* before the *sang* pronouns, name marker, or demonstrative pronouns. The *sang* pronoun takes the place of *sang* in the sentence and denotes non-focus.

***SANG* Pronouns**	**Singular**	**Plural**
First Person	**ko** *I, me*	**naton** *we (inclusive)* **namon** *we (exclusive)*
Second Person	**mo** *you*	**ninyo** *you*
Third Person	**niya** *he, she*	**nila** *they, them*

Name Marker: ni _____

Demonstrative *SANG* Pronouns	**Definition and Location**
Sini (‘ni)	This- close to the speaker
Sina (‘nâ)	That- far from the speaker

Sa Pronouns

In actor focus sentences, when the location is a pronoun, *sa* pronouns will be used.
In object focus sentences, when the location is a pronoun, *sa* pronouns will be used.
*In location/receiver focus sentences, when there are other locations, receivers, or prepositional phrases that are not the focus of the sentence, *sa* pronouns may be used.

Note: The noun marker *sa* is only used with first person, second person, and third person pronouns. This is a dead give-away for being the location or receiver of the sentence. The noun marker *sa* is not used with demonstrative pronouns or names.

***SA* Pronouns**	**Singular**	**Plural**
First Person	**sa akon** *(to) me*	**sa aton** *(to) us (inclusive)* **sa amon** *(to) us (exclusive)*
Second Person	**sa imo** *(to) you*	**sa inyo** *(to) you*
Third Person	**sa iya** *(to) him, her*	**sa ila** *(to) them*

Name Marker: kay _____

Demonstrative *SA* Pronouns	**Definition and Location**
Diri (‘di)Diri (‘di)	Here/This- nearest to the speakerere/This- nearest to the speaker
Dira (‘da)	There/That- nearest to the addressee
Didto (‘dto)	Over there/That- remote, far from both speaker and addressee

Actor Focus

The actor is *who* or *what* is performing the verb. When using actor focus, only the actor is marked with *ang*. Therefore, in actor focus, the other person or thing in the sentence (the object) will be marked with *sang* (non-focus noun marker). If the actor is not marked with *ang*, the sentence is not in actor focus. The other identifier for actor focus sentences are the specific actor focus verb conjugations. See chapter 15, “Indicative Actor Focus,” for more explanation on actor focus verb conjugations.

Note: Actor focus tends to be the most common focus, because almost all sentences have an actor. Not all sentences with an actor should be in actor focus. Also, not all sentences need to have an object, or location/receiver.

- ACTOR FOCUS VERB + **ACTOR (*ANG*)** + OBJECT (*SANG*) + LOCATION/RECEIVER (*SA*).

Examples

Actor Focus Verb	Actor (FOCUS=*ANG*)	Object (NON-FOCUS=*SANG*)	Location/Receiver (*SA*)
Magpangamuyo *will pray*	**kita** *we (inclusive)*	----	sa aton Amay sa Langit. *to our (inclusive) Father in Heaven.*
Nagahatag *gives*	**ang Diyos** *God*	sang mga bugay *blessings*	sa aton. *to us (inclusive)*
Nagbakal *bought*	**ang ginatudloan namon** *the person we (exclusive) are teaching*	sang korbata *a tie*	para kay Elder Jones. *for Elder Jones*

For sentences with only a verb and an actor, you have no choice but to use actor focus. This is the only correct focus for these types of sentences.

Examples

Naghalin **si Juan**. *Juan left.*	Nagabasa pa **kami**. *We (exclusive) are still reading.*

Object Focus

The object is *who* or *what* is being "verbed" or acted on. When using object focus, only the object is marked with *ang*. Therefore, in object focus, the actor will be marked with *sang* (non-focus noun marker).
When the object is not marked with *ang*, the sentence is not in object focus. The other identifier for object focus sentences are the specific object focus verb conjugations. See chapter 16, "Indicative Object Focus," for more explanation on object focus verb conjugations.

- OBJECT FOCUS VERB + ACTOR (*SANG*) + **OBJECT (*ANG*)** + LOCATION/RECEIVER (*SA*).

Examples

Object Focus Verb	Actor (NON-FOCUS=*SANG*)	Object (FOCUS=*ANG*)	Location/Receiver (*SA*)
Ginahatag *gives*	sang Diyos *God*	**ang mga bugay** *blessings*	sa aton. *to us (inclusive)*
Pangitaon *will search*	naton *we (inclusive)*	**si Sister Ruiz**. *(for) Sister Ruiz.*	----
Ginbakal *bought*	ko *I*	**ini** *this*	sa merkado. *at the market.*
Basahon *will read*	namon *we (exclusive)*	**ang Libro ni** Mormon	upod sa iya. *with him/her.*

Note: Many object focus sentences require an actor. Not every sentence with an object should be in object focus. Not all object focus sentences require a location/receiver.

Location/Receiver Focus

The location is *where* the verb takes place. The receiver is *who* or *what* receives the action of the verb. Not every Hiligaynon sentence with a location or receiver should be in location/receiver focus. When using location/receiver focus, only the location or receiver is marked with *ang*. Therefore, in location/receiver focus, the actor and object will both be marked with *sang* (non-focus noun marker). When the location/receiver is not marked with *ang*, the sentence is not in location/receiver focus. The other identifier for location/receiver focus sentences are the specific location/receiver focus verb conjugations. See chapter 17, "Indicative Location/Receiver Focus," for more explanation on location/receiver focus verb conjugations.

- LOCATION/RECEIVER FOCUS VERB + ACTOR (*SANG*) + **LOCATION/RECEIVER (*ANG*)** + OBJECT (*SANG*).

Examples

Location/Receiver Focus Verb	**Actor (NON-FOCUS=*SANG*)**	**Location/Receiver (FOCUS=*ANG*)**	**Object (NON-FOCUS=*SANG*)**	**Additional (*SA*) Phrases**
Ginbunyagan *baptized*	ni Elder Reyes *Elder Reyes*	***sila**. *them*	----	----
Ginahatagan *gives*	sang Diyos *God*	***kita** *us (inclusive)*	sang mga bugay. *blessings*	----
*Buligan *will help*	ko *I*	**ikaw** *you (singular)*	----	sa pagbasa sang Libro ni Mormon. *in reading the Book of Mormon.*
Ginbaklan *bought*	sang ginatudloan namon *the person we (exclusive) are teaching*	**si Elder Jones** *Elder Jones*	sang korbata. *a tie*	----

*See chapter 17, "Indicative Location/Receiver Focus," to learn more about pronoun placement. For this example, *sila* would actually come after the verb. The sentence would correctly read "Ginbunyagan sila ni Elder Reyes." While the order of words matters, the order of words in the sentence does not change who the actor of the sentence is, or who the receiver of the sentence is. Elder Reyes is still the actor because of the *ni* (*sang* name marker, and *sila* is still the receiver because it is an *ang* pronoun which denotes focus (for location/receiver focus). The same idea applies to the second example: "Ginahatagan kita sang Diyos sang mga bugay."

Asking Questions with Focus

When asking simple questions involving a "who" or "what," it is important to understand focus. The focus will be clear if you can identify if the answer to the question should be an actor, object, or location/receiver. For example, if the answer to your question is an actor, you will use an actor focus verb to ask your question. The same idea in the example below applies to any verb and verb tense when asking "who" or "what" type questions. See chapter 18, "Nominalization," for more examples.

Focus	Focus-Based Questions	Possible Answers Based on Focus
Actor Focus	Sin-o ang **naga**tudlo? *Who is teaching?* *(Who is **the actor** of teaching?)*	**Naga**tudlo ang mga misyonaryo. *The missionaries are teaching.* *(The people teaching is the missionaries.)*
Object Focus	Ano ang **gina**tudlo? *What is being taught?* *(What is **the object** of teaching?)*	**Gina**tudlo sang mga misyonaryo ang ebangelyo ni Jesucristo. *The missionaries are teaching the gospel of Jesus Christ.* *(The gospel of Jesus Christ is the thing being taught by the missionaries.)*
Location/Receiver Focus	Sin-o ang **gina**tudlo**an**? *Who is being taught?* *(Who is **the receiver** of teaching?)*	**Gina**tudlo**an** sang mga misyonaryo si Brother John. *The missionaries are teaching Brother John.* *(Brother John is the person receiving teaching from the missionaries.)*

Changing Focus

The focus of a Hiligaynon sentence matters. Verb conjugations determine the focus. If an actor focus verb is used, the actor has to be the focus of that verb. This means (no matter what), that for an actor focus sentence, the part of the sentence marked as *ang* is the actor. There are virtually no exceptions to this rule. See how this is illustrated below through actor focus, object focus, and location/receiver focus sentences. Note the slight difference between the two Hiligaynon sentences, but how the English translation changes significantly. Between the two sentences, the meaning changes because of the focus (*ang*) and non-focus (*sang*) of the sentences are switched.

Actor Focus Sentences	Explanation
Kinahanglan naton nga magbasa sang Libro ni Mormon... *We (inclusive) need to read the Book of Mormon.*	**Verbs**: will read **Actor**: --- (implied we) **Object**: the Book of Mormon (NON-FOCUS)
Kinahanglan naton nga magbasa **ang Libro ni Mormon**... *We (inclusive) need the Book of Mormon to read.*	**Verb**: will read **Actor**: the Book of Mormon (FOCUS) **Object**: ---
Gusto ko nga magkaon sang kan-on. *I want to eat rice.*	**Verb**: will eat **Actor**: --- (implied I) **Object**: rice (NON-FOCUS)
Gusto ko nga magkaon **ang kan-on**. *I want the rice to eat.*	**Verb**: will eat **Actor**: rice (FOCUS) **Object**: ---

Object Focus Sentences	Explanation
Ginkaon sang pamilya **ang adobo**. *The family ate the adobo.*	**Verb**: did eat **Actor**: family (NON-FOCUS) **Object**: adobo (FOCUS)
Ginkaon sang adobo **ang pamilya**. *The adobo ate the family.*	**Verb**: did eat **Actor**: adobo (NON-FOCUS) **Object**: the family (FOCUS)
Ginpatay nila **si Jesucristo**. *They killed Jesus Christ.*	**Verb**: did kill **Actor**: they (NON-FOCUS) **Object**: Jesus Christ (FOCUS)
Ginpatay ni Jesucristo **sila**. *Jesus Christ killed them.*	**Verb**: did kill **Actor**: Jesus Christ (NON-FOCUS) **Object**: them (FOCUS)

Location/Receiver Focus Sentences	Explanation
Buligan namon **kamo**. *We (exclusive) will help you (plural).*	**Verb**: will help **Actor**: we (exclusive) (NON-FOCUS) **Receiver**: you (plural) (FOCUS)
Buligan ninyo **kami**. *You (plural) will help us (exclusive).*	**Verb**: will help **Actor**: you (plural) (NON-FOCUS)
Hatagan **kita** sang Diyos sang mga bugay. *God will give us (inclusive) blessings.*	**Verb**: will give **Actor**: God (NON-FOCUS) **Receiver**: us (inclusive) (FOCUS)
Hatagan naton **ang Diyos** sang mga bugay. *We (inclusive) will give God blessings.*	**Verb**: will give **Actor**: we (inclusive) **Receiver**: God (FOCUS)

Note: Not all English sentences can be conjugated into all three Hiligaynon focuses (actor, object, and location/receiver).

Active Voice vs. Passive Voice

Voice is defined by how focus is used in relation to the actor in the sentence. A sentence is using active voice when the actor is the focus of the sentence. The sentence is using passive voice when the focus is anything other than the actor of the sentence.

Examples

Active Voice (Actor Focus)	Passive Voice (Object or Location/Receiver Focus)
Nagbunyag **kami** sa iya. ***We (exclusive)*** *baptized him/her.*	Ginbunyagan **siya** namon. ***He/She*** *was baptized by us (exclusive).*
Naghatag **si Jesucristo** sang mga kasuguan sa katawhan. ***Jesus Christ*** *gave commandments to the people.*	Ginhatagan ni Jesucristo **ang katawhan** sang mga kasuguan. ***The people*** *were given commandments by Jesus Christ.*
Nagbakal **ako** sang saging. ***I*** *bought the banana.*	Ginbakal ko **ang saging**. ***The banana*** *was bought by me.*

See the Appendix for additional examples of English sentences translated into actor, object, and location/receiver focuses.

Activities

Personal

Speaking

A. Read aloud the following paragraph. Focus on pronunciation, not necessarily on the meaning. Read the paragraph several times until it flows naturally and fluidly. Ask others for feedback on your pronunciation. Identify three pronunciation errors and make plans to practice correcting these in your next language study. The actor, object, and location/receiver focus verbs in the paragraph are in bold. Note that sometimes focus may be implied rather than stated explicitly with *ang* pronouns and markers.

Ginapadasig ko man ang mga ginikanan nga **nakabalo** sining mensahi nga **himuon** ang Libro ni Mormon nga importanteng bahin sang inyo pamilya. Samtang **nagadalagko** ang amon mga anak, **nagbasa** kami sang Libro ni Mormon samtang **nagapamahaw**. Ini ang bookmark nga amon **gingamit**. Sa atubang amo ang kutlo ni Presidente Benson, **nagapromisa** nga ang Dios **magabubo** sang bugay sa aton samtang **ginabasa** naton ang libro. Sa likod sini amo ang promisa ni Presidente Marion G. Romney, **nagligad** nga manuglaygay sa Unang Pangulohan: 'Pat-ud ako nga kon, sa mga puluy-an naton, ang mga ginikanan **magbasa** halin sa Libro ni Mormon nga may pangamuyo kag dalayon, angay nga sila lamang kag upod ang ila mga anak, ang espiritu sinang dakong libro **magapuno** sa aton mga puluy-an kag sa tanan nga **nagaistar** dira. … Ang espiritu sang pag-ilinaway **madula**. Ang mga ginikanan **magalaygay** sa ila mga anak sa mas dakong gugma kag kaalam. Ang mga anak mangin mas masunuron kag **magapamati** sa laygay sang ila mga ginikanan. Ang pagkamatarong **magadugang**. Pagtuo, paglaum, kag putli nga gugma ni Cristo mangin bugana sa aton mga puluy-an kag mga kabuhi, nga **magabunga** sang paghidaet, kasadya, kag kalipayan.' (May Gahum nga Aras a Libro, Elder LeGrand R. Curtis Jr., Pangkabilugan nga Komperensya, Oktubre 2016)

Listening

B. For one day, pay attention to how often you may hear someone speak in passive voice. At the end of the day, reflect generally on how often you heard it. How common (or uncommon) is passive voice in everyday conversation? Are they used about the same or is one clearly more dominant? Record what you learned in your notebook. Adjust your own personal style of speaking as needed to best fit how native Filipinos actually speak.

Reading

C. Read the introduction of the Book of Mormon carefully marking any verb you can recognize in the chapter. Once you have marked all of the verbs, read it through a second time and mark the focus for each verb if it clearly exists. Practice reading the introduction aloud, being sure to emphasize the connection between verbs and focuses.

D. Select a section from one of the missionary lesson pamphlets that you plan on teaching in an upcoming lesson. Similar to Activity C, read through the section a few times to identify all of the verbs and their focuses. Consider how you could use the pamphlet or some of its contents in any upcoming teachings. Discuss with your companion on how you might use some of the things you learned.

Writing

E. On a separate sheet of paper and for each sentence, write the focus of each sentence based on the focus indicated in parenthesis. Each sentence has only one focus. Check your answers.

Note: See chapter 3 if you need to review exclusive and inclusive pronouns.

Example

Example	Answer
He taught them the gospel. (**Location/Receiver Focus**)	Them

1. I am going to the store. (**Actor Focus**)
2. The Book of Mormon contains the gospel. (**Actor Focus**)
3. God guides us (inclusive). (**Location/Receiver Focus**)
4. God prepared a plan for us (inclusive). (**Object Focus**)
5. We (inclusive) will receive eternal life. (**Actor Focus**)
6. The gospel helps us (inclusive) in times of trial. (**Location/Receiver Focus**)
7. God has ordained families. (**Object Focus**)
8. God sent His Son to earth. (**Object Focus**)
9. Heavenly Father gives His children freedom to choose. (**Location/Receiver Focus**)
10. Jesus Christ established His Church on earth. (**Object Focus**)
11. God created all mankind in His likeness and image. (**Object Focus**)
12. We (inclusive) will be judged according to our (inclusive) thoughts and actions. (**Location/Receiver Focus**)
13. God gave Adam and Eve agency in the Garden of Eden. (**Location/Receiver Focus**)
14. God gives us commandments for our (inclusive) safety and benefit. (**Object Focus**)

F. On a separate sheet of paper, write down the word(s) that are being focused on in each of these sentences and whether each sentence is actor, object, or location/receiver focus. Check your answers.

1. Naghanda ang Diyos sang plano para sa aton.
   God prepared a plan for us (inclusive).
2. Ginapaambit namon ang ebanghelyo sa mga tawo.
   We (exclusive) share the gospel with people.
3. Magbalik pa si Jesucristo sa kalibutan sa aton dispensasyon.
   Jesus Christ will yet return to earth in our (inclusive) dispensation.
4. Nagpakita si Moroni kay Joseph Smith.
   Moroni appeared to Joseph Smith.
5. Ginbunyagan si Jesucristo ni Juan Bautista.
   Jesus Christ was baptized by John the Baptist.
6. Mag-istorya ako sa presidente sang misyon sa Lunes.
   I will talk with the mission president on Monday.
7. Ginapahayag sang Diyos ang Iya kabubut-on sa aton paagi sa mga propeta.
   God reveals His will to us (inclusive) through the prophets.
8. Magasulod kita sa ginharian sang Diyos kon tumanon naton Siya.
   We (inclusive) will enter the kingdom of God if we (inclusive) obey Him.
9. Dapat ihanda naton ang aton (inclusive) mga kaugalingon para sa Ika-duhang Pagkari ni Jesucristo.
   We (inclusive) should prepare ourselves (inclusive) for the Second Coming of Jesus Christ.
10. Magpatawad ang Manluluwas sang tanan nga mga sala ninyo kon . . .
    The Savior will forgive all of your sins if . . .

Companion



Speaking

G. Go through a section of chapter 3 from *Preach My Gospel* in English and in Hiligaynon if it is available to you. Choose a section that you are planning on teaching to an investigator and identify any meaningful sentences that use verbs. If possible, translate the sentence for all three focuses and practice saying them aloud several times. Check with your companion, your teacher, or a native speaker to be sure you are saying them correctly and that you understand how to use the different focuses. See chapters 15–17 for help on conjugating verbs for specific focuses.

H. Take turns giving each other actor focused sentences in Hiligaynon that can be used in your teaching and having the other transform the sentence into *object* or *location* focus. The sentence must include an actor, object, and location or receiver. Identify in what situations one sentence would be used over the other. Caution: Not every sentence can or should be put into a different focus. Some are meant to be said in actor focus, object focus, or location focus and are more coherent when said that way. Use this lesson, the lessons for each verb class, and native speakers as your guide as to what focus is appropriate for certain verbs.



Listening

I. Ask a member who is a convert how he or she met or was introduced to the missionaries. Pay attention to the focus he or she puts on certain words. Also take note of ways previous missionaries taught these members and make a goal to try out one of these contacting methods.

J. Imagine that a man walks up to you on the street and asks what he needs to do in order to go to heaven. Have your companion role-play being the man. Practice answering his questions as you would if you were talking with him on the street. Practice using verbs as you tell him about what you must do to go to heaven. Write down any verbs that you don't know the word for in Hiligaynon. Then switch so your companion can practice teaching. Afterwards, exchange feedback on how well focus was used and look up the words that you didn't know.



Reading

K. Read "Ang Buhi nga Cristo" with your companion. This is the united testimony of the First Presidency and the Quorum of the Twelve Apostles about the Savior Jesus Christ. As you read, pay attention to how focus is used to add emphasis to certain parts of the testimony. Discuss with your companion the importance of sharing testimony to those you teach and how it can be one of the most powerful ways of inviting the Spirit and helping others feel the Spirit. Write any spiritual impressions you receive in your journal.

Writing

L. At the end of each day, talk with your companion about some of your experiences and the things both of you did. Write in your journal about your day being sure to use at least three verbs. Ask your companion if you need help with conjugations or focus. As the task becomes easier, increase the amount of verbs you use and try altering the focus of your sentences to talk in either a passive or active voice depending on how you feel.

Group



Speaking

M. As a district, practice teaching about Joseph Smith and The First Vision. Be sure to use many verbs and passive or active voice sentences. Notice especially how emphasis and focus are used in relating the account of The First Vision in the words of Joseph Smith.

N. Split the group into three teams and assign each group one of the focuses (actor, object, and location). For this activity to work, everyone should know which focus each team is assigned. Have one person from each team be a captain and select a Book of Mormon character, place, thing, or event without telling the rest of their team what they have selected. After the captains have made their selection their teammates will be given one minute to ask questions in order to guess what the captain is thinking of. The questions asked can only be in the focus assigned to that group for the captain to be allowed to answer. The group to first guess what their captain is thinking wins. After completing a round, rotate the focus assigned to each group and repeat the activity with a different captain.



Listening

O. As a group, define baptism and explain what a person must do in order to be baptized. Try to make the explanation so simple that a young child could understand what baptism is and how to do it. Invite a few missionaries to demonstrate how they might teach about baptism. Allow for open evaluation and re-practice to take place to complete the exercise.

P. Invite a member (who is a convert) from the ward to share his or her conversion story during one of your district meetings. As the member talks about the events that led to baptism and confirmation pay attention to how he or she uses verbs and markers in different focuses to put emphasis on certain things. Think how you can change the way you say things to give more meaning, clarity, and expression to your speech. Write down a few ideas and share them with other missionaries in your district.



Reading

Q. Make two sets of identical flashcards with one word written on each flashcard. Be sure to include a variety of conjugated verbs, all the pronouns and noun markers, and a good selection of nouns, adjectives, and linkers. Split the group into two teams and give a set of flashcards to each team. Give the teams one minute to use the pile of words to create the longest sentence they can think of using the VAOL/R sentence structure. After the minute is up, have both teams read their sentences out loud. If there are mistakes, allow each team an additional fifteen seconds to make some quick revisions. After the revision period, the team with the longest (and correct) sentence wins.

Writing

R. Create a list of common things a missionary should be doing as part of their daily routine in English. After you have created a list of about 10 things a missionary does during their daily schedule, assign part of the group to translate the sentences into Hiligaynon by using actor focus, another group into object focus, and another group into location focus. Note that not all sentences can be translated directly using all three focuses. After each group has come up with their translations, share them as a group and correct each other's mistakes.

Indicative Actor Focus Verbs

Examples

Jesus Christ **called** apostles.	**Nagtawag** si Jesucristo sang mga apostoles.
The Holy Ghost **teaches** us (inclusive) through . . .	**Nagatudlo** ang Balaan nga Espiritu sa aton paagi sa . . .
Jesus Christ **visited** the Americas.	**Nagbisita** si Jesucristo sa duma-an nga Amerika.
Will you (singular) **attend church** on Sunday?	**Magsimba** ka bala sa Dominggo?

Explanation

In actor focus sentences, the actor is marked by *ang*, the object is marked by *sang*, and the location/receiver by *sa*.

Examples

Naglubad (V) si Joseph Smith (A) sang Libro ni Mormon (O) paagi sa pagpahayag halin sa Diyos (L/R). *Joseph Smith translated the Book of Mormon through revelation from God.*	**Nagapangita** (V) sila (A) sang kamatuoran (O) sa tanan nga mga simbahan (L/R). *They are searching for truth in all the churches.*	**Magpangayo** (V) kita (A) sang bulig (O) halin sa Amay nga Langitnon paagi sa pangamuyo (L/R). *We (inclusive) will ask for help from Heavenly Father through prayer.*

Nag-, Naga-, Mag- Verbs

Actor focus verbs are typically used for expressing action, while focusing on the person or thing doing the action.
Note: This use of *mag-* prefix is not to be confused with the use of *mag-* to denote a relationship (see chapter 18 "Nominalization" for explanation on this use of *mag-*).

Form

Follow the pattern shown in the table below when conjugating actor focus verbs.

Past	Present	Future
NAG + KAON (*did eat/ate*)	**NAGA** + KAON (*eating/eat/eats*)	**MAG** + KAON (*will eat*)
Wala ako **nagkaon** sang pamahaw kagina. *I **did** not **eat** breakfast earlier today.*	**Nagakaon** kami subong sa Mang Inasal. *We (exclusive) are **eating** right now at Mang Inasal.*	**Magkaon** kita karon sa a las sais sa gab-i. *We (inclusive) **will eat** later at 6 o' clock p.m.*

Maga-

The prefix *maga-* is another actor focus conjugation that is common in formal writing such as in the Book of Mormon, but is not found as commonly in conversational Hiligaynon. It is used to explain actions in the more distant future, and actions that are not complete. The examples below are found in *Ang Libro ni Mormon*. Listen to native speakers, and notice if or when they use *maga-* instead of *mag-* whether using formal or non-formal speech.

Examples

Kag mientras tanto nga magatuman kamo sang akon mga kasuguan, kamo **magauswag**, kag pagaubayan sa isa ka duta sang panaad . . . (1 Nefi 2:20) *And inasmuch as ye shall keep my commandments, ye **shall prosper**, and shall be led to a land of promise . . . (1 Nephi 2:20)*	Kay ang tion **magaabot**, siling sang Cordero sang Dios, nga **magahikot** ako sang isa ka dako kag isa ka makatilingala nga buluhaton sa tunga sang mga anak sang tawo . . . (1 Nefi 14:7) *For the time **cometh**, saith the Lamb of God, that I **will work** a great and a marvelous work among the children of men . . . (1 Nephi 14:7)*
Kag **magakari** sia sa kalibutan agud nga iya maluwas ang tanan nga mga tawo kon magpamati sila sa iya tingug . . . (2 Nefi 9:21) *And he **cometh into** the world that he may save all men if they will hearken unto his voice . . . (2 Nephi 9:21)*	Luwas nga kamo **magahinulsol**, amo ini ang ginasiling sang Ginuo, kamo pagasilutan bisan tubtob sa kalaglagan. (Helaman 10:14) *Except ye **repent**, thus saith the Lord, ye shall be smitten even unto destruction. (Helaman 10:14)*

Usage

Actor focus future tense verbs follow the sentence pattern:

- ***MAG-* VERB** + ACTOR (*ANG*=FOCUS) + OBJECT (*SANG*=NON-FOCUS) + LOCATION/RECEIVER

Examples

Nagahugas siya sang mga pinggan. *He/she is washing the plates.*	**Magkadto** kita sa simbahan. *We (inclusive) will go to the church.*
Nagbaton si Elder Tremonton sang regalo halin sa iya nga nanay. *Elder Tremonton received a gift from his mom.*	**Nagpamangkot** ang mga misyonaryo sang mabudlay nga mga pamangkot kay Brother Resty. *The missionaries asked challenging questions to Brother Resty.*

Form Exceptions

Sometimes the "g" at the end of *mag-*/*nag-* is omitted for simpler pronunciation, shortening it to *ma-*/*na-*. The difference between these two pronunciations is sometimes overlooked because it is almost unnoticeable. Listen to native speakers, and try to find more examples of words that drop the "g" sound when pronounced. You will recognize these as variations of *mag-* verbs by how focus is used in the sentence.

Examples

Where are you (plural) going?

Diin kamo **magkadto**?	Diin kamo **makadto**?
We (exclusive) are going to leave now.	
Maglakat na kami!	**Malakat** na kami!

In addition, often times the "na" in *naga-* is omitted for simpler pronunciation, shortening it to *ga-*.

Examples

Why are you (singular) laughing?

Ngaa **nagakadlaw** ka?	Ngaa **'gakadlaw** ka?
I am just asking.	
Nagapamangkot lang ako.	'**Gapamangkot** lang 'ko.

Typically, root words that begin with a vowel are spelt with a dash after the *mag-* prefix. This ensures correct pronunciation (ex. *nag-upod*: saying *upod* instead of *gupod*). This is sometimes found in formal writing such as *Ang Libro ni Mormon*, but is often overlooked in more casual writing.

Examples

Nag-upod *joined*	**Naga-**obra *working*	**Mag-**antos *to suffer*	**Mag-**ilis *to change (clothes)*

Command Form

Each focus has a different way to use commands. For actor focus, either the root word is used alone, or the future/infinitive tense is used (*mag-*). Using inclusive plural pronouns (*kita, naton, 'ta*) in command form will create a softer sounding exhortation. This can be viewed as the difference between a suggestion and a direct command.

Examples

Root	*Mag-*
Pungko na kamo. *(You all) sit down now.*	**Magsakay** na kita. *Let's (inclusive) ride (now).*
Kaon na 'ta! *Let's (inclusive) eat!*	**Magtinlo** ka na sang balay, ha! *(You) clean the house.*

Pronouns

Pronouns in actor focus are usually actors or receivers. Objects in actor focus are rarely pronouns, with the exception of *sini* and *sina*. Therefore, remember to use the correct focus of pronouns when using actor focus sentences (*ang*, *sang*, or *sa* pronuons).

Examples

Naghatag **kami** sang necktie **sa iya**.
We (exclusive) *gave* ***him*** *a tie.*

Nagatudlo pa **sila sa ila**.
They *are still teaching* ***them****.*

Sentence Negation

The structure of the sentence changes when using "no" or "not" to negate the sentence. See the explanation in "Sentence Negation" in chapter 13 "VAOL/R" to learn more about how to use *indi*/*wala* to negate a sentence in actor focus, and for a more in-depth explanation of this topic. The structure changes slightly when you use pronouns and when you do not use pronouns.

Note: Don't forget that *indi* is typically used for future tense, and *wala* is typically used for past and present tenses.

Without Pronoun

- **INDI/WALA** + VERB + ACTOR (non-pronoun) + OBJECT + LOCATION/RECPIENT

Example

Indi magpangamuyo si Maria tungod nahuya siya.
Maria will not pray because she is shy.

With Pronoun

- **Actor Focus**
  - **INDI/WALA** + ***ANG* PRONOUN (ACTOR)** + VERB + OBJECT + LOCATION/RECEIVER

Example

Wala pa bala **kamo** nagkaon sang pamahaw?
You (plural) haven't eaten breakfast yet?

Activities

Personal



Speaking

A. Create two sentences for each of the following verbs, one using nouns for the actor and another using pronouns for the actor. The tense can be altered if desired but must remain actor focus. Practice saying them aloud.

1. Maghinulsol
   Will repent
2. Magsunod
   Will follow
3. Magbasa
   Will read
4. Magsimba
   Will attend church
5. Magluhod
   Will kneel
6. Magpangayo
   Will ask (for something)
7. Magpamangkot
   Will ask (a question)
8. Magsakripisyo
   Will sacrifice
9. Mag-alagad
   Will serve
10. Magsalig
    Will trust



Listening

B. As you prepare to follow up on commitments or ask questions using *mag-* verbs, make a list of possible responses, such as "Nagpangamuyo ako parte sa Libro ni Mormon." Then listen throughout the day to check off the ones from your list or add new responses to your questions and commitments that you hear people say.



Reading

C. Read through the preface for "Ang Unang Libro ni Nefi," and find *Mag-* verbs used. Write down any verbs you find that you would like to practice.

D. Choose a scripture story that you think could help one of your investigators. Write down the story in your own words and focus on using correct tenses, and prepositions. Have your companion or a native speaker check your story for correctness. Then practice telling your story out loud.

Writing

E. On a separate sheet of paper fill in the blanks with the appropriate verb. Check your answers.

1. ___ si Jesucristo sang kalibutan.
   Jesus Christ created the earth.
2. ___ ako sa akon isigkatawo.
   I will serve my fellow man.
3. ___ siya sang Libro ni Mormon.
   She/He is reading the Book of Mormon.
4. ___ sila sa balay ni Brother Veracruz.
   They went to Brother Veracruz's house.
5. ___ ang mga miyembro sa inyo.
   The members will join with you (plural).
6. ___ kita sang mensahe para sa iya.
   We (inclusive) are preparing a message for him/her.
7. ___ ka bala sa Diyos adlaw-adlaw?
   Are you (singular) going to pray to God daily?
8. ___ kita nga magkadto sa kalibutan.
   We (inclusive) chose to go to earth.
9. ___ si Jesucristo sang kabuhi Niya para sa aton tanan.
   Jesus Christ sacrificed His life for us all (inclusive).
10. ___ ang mga propeta sang pagpahayag halin sa Diyos para sa bilog nga kalibutan.
    The prophets receive revelation from God for the whole world.
11. ___ ang Diyos sa aton paagi sa Iya mga suluguon diri sa kalibutan.
    God reaches out to us (inclusive) through His servants here on earth.
12. ___ ang mga miyembro sang Simbahan sa unang Dominggo sang bulan.
    Members of the Church fast on the first Sunday of the month.
13. ___ ang Manluluwas sang Iya Simbahan sa kalibutan.
    The Savior established His Church on the earth.
14. ___ ang Diyos sang mga propeta bilang mga manughambal sang Iya Simbahan.
    God calls prophets as spokesmen of His Church.

F. On a separate sheet of paper rewrite the sentences using mag- verbs. Check your answers.

1. Ginbasa namon ang bilog nga kapitulo.
   We (exclusive) read the entire chapter.
2. Ginsulat sang mga propeta ang balaan nga mga kasulatan.
   The prophets wrote the scriptures.
3. Ginagiyahan sang Diyos ang Iya Simbahan.
   God guides His Church.
4. Sundon n'yo ako.
   Follow (you plural) me.
5. Ginapili naton ang husto.
   We (inclusive) are choosing the right.
6. Ginasabat sang Diyos ang mga pamangkot sang mga tawo.
   God answers the peoples' questions.
7. Gintuga ni Jesucristo ang kalibutan.
   God created the earth.
8. Ginhatagan ni Jesucristo ang mga apostoles sang gahum.
   Jesus Christ gave the prophets power.

Companion



Speaking

G. Below is a list of invitations that commonly use *mag-* verbs. Translate them into Hiligaynon and memorize them. Practice extending each of them to your companion as if he or she is one of your investigators that you feel most needs to accept each one. Be sure to bear your testimony and promise blessings as a part of each practice scenario. Set a goal to extend each invitation to one of your investigators and follow through with your goal.

1. Will you (singular) go to church this coming Sunday? Will you (singular) go to church every week?
2. Will you (singular) repent of your sins and ask forgiveness from God?
3. Will you (singular) prepare to receive the priesthood?
4. Will you (singular) prepare to enter the temple as a family?
5. Will you (singular) accept a calling in the Church once you (singular) have been baptized?

H. Review your planner for the week. Retell out loud the events that have happened in the last few days using past tense, what is happening right now using present tense, and what will happen in the next few days using the future tense.



Listening

I. Listen to your companion describe how he or she has changed over the time of being a missionary. Ask what things he or she has done throughout his or her mission that have been useful or effective. Use correct *mag-* conjugations to talk about each other's progress.

J. Ask a native to share a story about his or her childhood, including some of the things he or she liked to do for fun. Use the example of the native to help you share a story with your companion about your own childhood.



Reading

K. On a separate sheet of paper, write all of the *mag-* verbs in the following scriptures. Try to use the verbs in a context unrelated to the scriptures they came from. Check with your companion, a teacher, or a native speaker to make sure you are using the verb correctly.

1. 2 Nephi 4:18-19
2. Alma 22:17-18
3. Helaman 7:6-9

Writing

L. On the progress record for this week write down information about each investigator you are teaching. Include the lessons and commitments you have left with them. As you write down this information say it out loud to your companion. During your progress meeting with the ward mission leader tell him what principles and commitments you have taught your investigators and what you will teach them this week. Focus on using correct tenses when referring to your past and future lessons. After your meeting, ask your ward mission leader if you used the tenses correctly.

Group



Speaking

M. You and your companion have been teaching an investigator named Raul for a couple of weeks now and he has a strong desire to be baptized. The only thing that is keeping him from being baptized is an addiction he has. In the last lesson, you taught him about keeping the Word of Wisdom and the blessings that it brings us. During the lesson, he shared a concern about keeping the Word of Wisdom and so you committed him to quit smoking. He said he would try. With your companion, have one missionary take the role of Raul and the other of the missionary. Practice following up with Raul on his commitment to keep the Word of Wisdom. If he says he is keeping it, share your excitement with him! If he is struggling with it, encourage him to trust God and keep trying. After you are finished, switch roles and do it again. Give feedback to each other on verb usage and correct tenses.

N. Raul was doing so well with the Word of Wisdom for a couple of weeks, but today he informed you that he has had a relapse and is back to his old habits. It turns out that he hasn't been consistently reading, praying, or attending church either. With your companion, have one missionary take the role of Raul and the other of the missionary. Help Raul understand that relapses happen sometimes, but that he can still overcome his addiction with help from the Lord. Teach Raul about the power that comes from scripture study, prayer, and church attendance, and help him understand the need of that power in overcoming his addiction. Commit him to live the Word of Wisdom again.



Listening

O. Each missionary prepares a brief story to be read to the group. Before starting each round, assign a different action—such as patting your knees, snapping your fingers, or quietly clapping your hands—to each of the three tenses covered in this chapter: *nag-*, *naga-*, and *mag-*. The missionaries sit in a semi-circle while one missionary outside of the semi-circle reads his or her story aloud. When the first *nag-*, *naga-*, or *mag-* verb is said, the missionaries in the semi-circle will proceed with the assigned action for that verb tense. It is important to keep the assigned action uniform among the missionaries in the semi-circle, and to a steady beat based on the pace of the missionary reading aloud. Continue this for every *mag-* verb that is read, changing the action to the assigned actions for that verb tense (*nag-*, *naga-*, or *mag-*). If one of the sitting missionaries does not change their action to the correct tense, responds with the wrong action, or does not keep with the determined pace, he or she replaces the reader. The reader then moves to the end of the line. The new reader starts again with his or her story, reading aloud to the same predetermined pace. The missionary remaining at the head of the semi-circle when the story ends is the winner. You may consider including object focus and location/receiver focus conjugations as well for a more difficult game.

P. There are many people in your area that need help getting back on the correct path to Christ. Have each companionship identify one or two less-active members in your area that you are currently teaching. Discuss as a district what things stopped them from going to church in the past, what the members and missionaries are currently doing to help them come back, and what could be done in the future to help them grow closer to Christ. Keep track of when the conversation switches from the past to present to future, and write down some of the suggestions from other companionships to help the less active members that you are currently teaching.

Reading

Q. The missionary pamphlet, "Ang Pagpanumbalik sang Ebanghelyo ni Jesucristo" very clearly outlines the principles from lesson 1 in chapter 3 of *Preach My Gospel*. It also contains many *mag-* verbs in all three major tenses. Read through the pamphlet as a group and then practice teaching the restoration to one another in brief lessons. Use the pamphlet in the lessons as guided by the Spirit. Expand your vocabulary by writing down any new verbs you learn on note cards and practicing them with your companion throughout the day.

Writing

R. Ask the missionaries in the district to think of a specific experience that built their faith in Christ, one that they would be willing to share with others. Invite the missionaries to write this experience on a piece of paper in Hiligaynon. Each missionary will trade papers with another. After reading through the entire experience, identify what tenses the missionary used, and if it was used correctly for all *mag-* verbs and tenses. Allow each missionary to ask three follow-up questions about the other missionary's experience. Be sure to use the correct use and tense of *mag-* as you ask and answer questions.

Indicative Object Focus Verbs: *Gin-*, *Gina-*, *I-*, and *-on*

Examples

Jesus Christ **restored** the ordinance of the sacrament through Joseph Smith.	**Ginpanumbalik** ni Jesucristo ang ordinansa sang sakramento paagi kay Joseph Smith.
We (inclusive) **end** our (inclusive) prayers in the name of Jesus Christ.	**Ginatapos** naton ang aton mga pangamuyo sa ngalan ni Jesucristo.
If we (inclusive) **keep** the Word of Wisdom . . .	Kon **tumanon** naton ang Pulong sang Kaalam . . .
Would you (singular) like **to tell** us (exclusive) your (singular) concern?	Gusto mo bala nga **isugid** sa amon ang imo nga ginapaligban?

Explanation

In object focus sentences, the actor is marked by *sang*, the object is marked by *ang*, and the location/receiver by *sa*. Object focus is important for sentences where the object of the sentence is the focus or main point of the sentence. Certain verbs, based on their definitions and implications, are especially useful when translated into object focus. Consider this throughout this chapter and try to understand the difference in implication between actor focus and object focus sentences. For more on "focus" see chapter 14.

Examples

Ginpanumbalik (V) sang Diyos (A) ang Iya nga simbahan (O) paagi kay propetang Joseph Smith (L/R). *God restored His Church through the prophet Joseph.*	**Ginahimo** (V) naton (A) ang obra sang Diyos (O) diri sa kalibutan (L/R). *We (inclusive) are doing God's word here on earth.*	**Dalhon** (V) ninyo (A) ang mga Libro ni Mormon (O) para may **ihatag** sa mga tawo (L/R). *Carry with you (plural) Books of Mormon to give to people.*

Gin-, *Gina-*, *I-* or *-on* Verbs

Object focus verbs are typically used for actions that involve an actor and object. Sentences using object focus verbs focus on the object that is being "verbed."

Form

Follow the pattern shown in the table below when conjugating object focus verbs.

Note: Future and Infinitive tenses for object focus verbs are either "*i* + (root)" or "(root) + *on.*" The proceeding chapter will explain this in more depth.

Past	Present	Future
GIN + HATAG (*gave/did give*)	**GINA** + HATAG (*giving/give/gives*)	**I** + HATAG (*will give*)
GIN + SUKSUK (*wore/did wear*)	**GINA** + SUKSUK (*wearing/wears/wear*)	SUKSUK + **ON** (*will wear)*
Ginhatag mo bala ang imo sulat sa iya? ***Did** you (singular) **give** your (singular) letter to him/her?*	**Ginahatag** ko ang akon bug-os nga ika-pulo sa simbahan. *I **give** (am **giving**) a full tithe to the Church.*	**Ihatag** naton ang isa pa ka Libro ni Mormon sa ila buwas. *We (inclusive) **will give** another Book of Mormon to them tomorrow.*

Usage

Object focus future tense verbs follow the sentence pattern:

- ***I-* or *-ON* VERB** + ACTOR (*SANG*=NON-FOCUS) + OBJECT (*ANG*=FOCUS) + LOCATION/RECEIVER

Examples

Ihatag ko ang payong ni Sister Jill sa iya. *I **will give** Sister Jill's umbrella to her.*	**Tumanon** naton ang mga kasuguan sang Diyos agud mangin malipayon kita. *We (inclusive) **will obey** the commandments of God so that we (inclusive) will be happy.*
Ginkaon sang mga misyonaryo ang namit nga mga mangga. *The missionaries **ate** the delicious mangoes.*	**Ginabaligya** nila ang mani sa estasyonan sang Ceres. *They **are selling** peanuts at the Ceres (bus) station.*

I- vs. *-on* Verbs

Object focus verbs are unique because some use the prefix *i-* and others use the suffix *–on* for future and infinitive tenses. You must learn and memorize which roots are commonly used as *i-* object focus verbs, and which roots are commonly used as *–on* object focus verbs. If you use the wrong conjugation, Hiligaynon speakers may not understand you. Overall, the *-on* conjugation applies to more verb roots than the *i-* conjugation. This makes it simpler because you can just memorize the verbs that use the *i-* conjugation, and then use *–on* as the default object focus future tense conjugation for other verb roots. This technique, however, is not fool proof. Listen to native speakers and use trial and error to learn which verb roots commonly use *i-*, and which verb roots commonly use *–on*.

Here is a list of commonly used *i-* object focus verbs. While this list is not exhaustive or comprehensive, it is included in this chapter to help you start memorizing and differentiating between verb roots that do not use the *–on* conjugation. A list of commonly used *–on* verbs is not included, because if the verb is not an *i-* verb than it defaults to an *–on* verb (this is the majority of verbs).

***I-* Verbs for Object Focus Future Tense**	
ihatag *to give (something)*	ibùbò *to pour*
itudlo *to teach (something)/to point finger (at something)*	ibalik *to return (something)*
isugid *to tell (something)*	isulat *to write (something)*
ibutang *to place/put (something)*	isulod *to put/bring inside (something/someone)*
ibaligya *to sell (something)*	ieksplikar/ipaathag *to explain (something)*

Note 1: *I-* conjugations are more common for *-pa-* verbs. See chapter 35 "Causative Conjugation: *-pa-*" for more explanation and examples using the *Ipa-* conjugation. Because of the causative nature of these verbs, they will not be included in this chapter.

Note 2: When Hiligaynon speakers use English verbs, they often still conjugate the verbs using Hiligaynon verb conjugations. For object focus future tense, *i-* is used most often when using English loan words with Hiligaynon.

Irregular *–on* Verb Conjugations

The rule for conjugating Hiligaynon verb roots using *–on* (object focus future tense) has many exceptions. Keep in mind that the following section on irregular *–on* verb conjugations applies to verbs that are incorrect when simply adding *–on* to the verb root to conjugate into object focus future tense. These exceptions exist because many verbs change slightly when taking the *–on* conjugation for ease of pronunciation. Some verbs drop a vowel, others have letter that is replaced with other letters, and some have a consonant added to them to make them correct.

Listen to the way that native speakers conjugate verbs into future tense object focus sentences. Pay specific attention to when they use verbs that are conjugated in a way other than by simply adding *–on* to the end of the verb root. The exceptions below are conjugated verb groupings that follow the same or a similar trend in how they change when taking on the *–on* conjugation.

Type of Irregular Verb Conjugation Exception	Root Hiligaynon Word	Future Tense Location/Receiver Focus *–on*
Dropped Vowel Exception	sabat *to answer*	**sabton** *will answer*
	sunod *to follow*	**sundon** *will follow*
"O"/"U" Exception	himo *to do (something)*	**himuon** *will do (something)*
	baton *to receive*	**batunon** *will receive*
Add an "H" Exception	basa *to read*	**basahon** *will read*
	istorya *to converse*	**istoryahon** *will converse*
"D"/"R" Exception	baliskad *to reverse/flip*	**baliskaron** *will reverse/flip*
	patawad *to forgive*	**patawaron** *will forgive*

See the Appendix for more examples of the above exceptions.

Command Form

Each focus has a different way to use commands. For object focus, either the future/infinitive tense is used (*I-*or *-on*), or the suffix *–a* is used. This means that the object focus future tense conjugation can imply a command based on context. When using *–a*, some verbs use the root with *–a*, and others use the object focus future tense *–on* conjugation but replace the *–on* with *–a* (ex. *basa* changes to *basahon* because of the "add and 'H' Exception," but when you take off the *–on* and add *–a* it becomes *basaha* for the command form). Of the two types of commands, future/infinitive tense, and the –a suffix, the *–a* suffix command form is a more direct command.

Examples

I-* or *-on	***-a***
Himuon mo ina buwas. *(You)* ***will do*** *that tomorrow.*	**Himoa** (mo) ang husto. *(You)* ***choose*** *the right.*
Ieksplikar n'yo ang inyo mga natun-an sa ila. *(You all)* ***explain*** *the things that you learned to them.*	"**Dalha** ining mga pulong . . . nga nagasiling: **Basaha** ini . . ." (2 Nephi 27:15) *"****Take*** *these words . . . saying:* ***Read*** *this . . ."*

Note: In English, object focus commands don't always include an actor. For example, when Christ says "follow me" in the scriptures (ex. 2 Nephi 31:12), the actors (followers) are implied rather than stated ("you all follow me"). When this verse is translated into Hiligaynon, "follow me" turns into "*sunda ninyo ako."* The Hiligaynon translation includes an actor. Hiligaynon commands are often most clear when an actor is specified. This is also illustrated in a few of the examples above.

Pronouns

In an object focus sentence, when the object of the sentence is a pronoun but the actor is not a pronoun, the pronoun (object) jumps to the second place in the sentence. In Hiligaynon, it is perfectly acceptable for people, often designated by pronouns, to be the "objects" of the sentence rather than simply actors or receivers. See chapter 13 "VAOL/R" for more explanation about changes in the VAOL/R form.

- VERB + ***ANG* PRONOUN (*OBJECT*)** + ACTOR + LOCATION

Examples

Gintawag **sila** ni President sa cellphone sang kahapon.
*President called **them** on the cellphone yesterday.*

Sabton **kamo** sang mga maestro ninyo.
*Your (plural) teachers will answer **you** (plural).*

Sentence Negation

The structure of the sentence changes when using "no" or "not" to negate the sentence. See more about sentence negation in chapter 13 "VAOL/R" to learn more about how to use *indi*/*wala* to negate a sentence in object focus, and for a more in-depth explanation of this topic. The structure changes slightly when you use pronouns and when you do not use pronouns.

Note: Don't forget that *indi* is typically used for future tense, and *wala* is typically used for past and present tenses.

Without Pronoun

- **INDI/WALA** + VERB + ACTOR (non-pronoun) + OBJECT + LOCATION/RECPIENT

Example

Indi ginasundon sang matarong nga mga tawo si Satanas.
The righteous people are not following Satan.

With Pronoun

- **Object Focus**
  - **INDI/WALA** + ***ANG* PRONOUN (*OBJECT*)** + VERB + ACTOR + LOCATION/RECEIVER

Example
Wala pa **niya** ginhimo ang importante nga olobrahon.
He/she hasn't done the important task yet.

Activities

Personal



Speaking

A. Create two sentences for each of the following verbs. Try using pronouns as the object. The tense can be altered if desired but must remain object focus. Practice saying them aloud.

1. Bag-ohon
   Will change (something)
2. Basahon
   Will read (something)
3. Respetohon
   Will respect (something/someone)
4. Ihatag
   Will give (something)
5. Ihanda
   Will prepare (something/someone)
6. Hulaton
   Will wait (for something/someone)
7. Tan-awon
   Will look/watch (at something/someone)
8. Sulaton
   Will write (something)
9. Batunon
   Will receive (something)
10. Sundon
    Will follow (something/someone)



Listening

B. As you prepare to follow-up on commitments or ask questions using object focus verbs, make a list of possible responses, such as "Ginbasa ko ang Pauna sang Libro ni Mormon." Then listen throughout the day to check off the ones from your list or add new responses to your questions and commitments that you hear people say.



Reading

C. On a separate sheet of paper, write all of the *i-* and *–on* verbs in 1 Nefi 18. Try to use the verbs to relate the story and some of the lessons it teaches in your words. Check with your companion, a teacher, or a native speaker to make sure you are using the verb correctly.

D. Choose a scripture story that you think could help one of your investigators. Write down the story in your own words and focus on using correct tenses and prepositions. Have your companion or a native speaker check your story for correctness. Then practice telling your story out loud.

Writing

E. Conjugate the following verbs to future tense object focus using either *i-* and *–on* (based on the column that they are in). Remember that future tense object focus verbs either take the *i-* or the *–on* conjugation, and only one is correct. Use a separate sheet of paper and then write two sentences in object focus for each conjugated verb. Check your sentences with your companion, a teacher, or a native speaker. Note that some of the "roots" below already have *pa* as a conjugation. See chapter 39 for further study on the effect of *pa* on a root.

Verbs conjugated using ***I-***		Verbs conjugated using ***-on***	
1.	pakita *(to show/appear)*	2.	basa *(to read)*
3.	sulat *(to write)*	4.	patay *(to kill)*
5.	hatag *(to give)*	6.	dabat *(to answer)*
7.	paanggid *(to compare)*	8.	tapos *(to finish/complete)*
9.	bilin *(to leave behind)*	10.	kuha *(to take away)*

F. Rewrite the following sentences using object focus verbs. The actor focus verb is bolded. This is the verb that you should change to object focus. Keep in mind that once you have changed the focus of the verb, the rest of the sentence needs to be changed as well. Check your answers.

1. **Nagkuha** si Nefi sang mga lamina.
   Nephi took the plates.
2. **Nagatudlo** kami sang Plano sang Kaluwasan kay Brother Roxas.
   We (exclusive) are teaching Brother Roxas the plan of salvation.
3. Kon mapatay ang propeta, **magtawag** ang Diyos sang bag-o nga propeta.
   If the prophet dies, God will call a new prophet.
4. **Naghatag** ako sang akon Libro ni Mormon sa ila.
   I gave my Book of Mormon to them.
5. **Nagbaton** si Joseph Smith sang Libro ni Mormon sa Cumorah.
   Joseph Smith received the Book of Mormon on Cumorah.
6. **Naglubong** ang mga Anti-Nefi-Lehi sang ila mga hinganiban sa inaway.
   The Anti-Nephi-Lehis buried their weapons of war.
7. **Nagaunod** ang Libro ni Mormon sang kabugosan sang ebanghelyo ni Jesucristo.
   The Book of Mormon contains the fullness of the gospel of Jesus Christ.
8. **Naglubad** si Haring Mosias sang mga lamina sang mga Jarednon.
   King Mosiah translated the plates of the Jaredites.

Companion

Speaking

G. Below is a list of invitations that may use *i-* and *-on* verbs (object focus future tense). Translate them into Hiligaynon and memorize them. Practice extending each of them to your companion as if he or she is one of your investigators that you feel most needs to accept each one. Be sure to bear your testimony and promise blessings as a part of each practice scenario. Set a goal to extend each invitation to one of your investigators and follow through with your goal.

Keep in mind that invitation start with "Himuon mo bala nga . . ."

1. Will you read the Book of Mormon? (Or a specific chapter in the Book of Mormon, etc.)
2. Will you follow the prophet(s) of God?
3. Will you keep/follow the Ten Commandments?
4. Will you donate a generous fast offering (after you are baptized)?

H. Translate the following sentences using *i-* and *-on* verbs (object focus future tense). Ask your companion for help with any vocabulary that you do not yet know. Ask your companion to give suggestions on how you can improve. Practice making more examples on your own to focus on areas where you feel that you still could improve. Check your answers.

1. Elder Reyes will prepare the lesson.
2. We should all seek for truth.
3. Take the name of Jesus Christ upon yourself.
4. I will give him my tie.
5. We (inclusive) will teach the plan of salvation.
6. God will answer all of our (inclusive) prayers.
7. Elder Cahilig will eat all of the mangoes.
8. Throw that away in the bin.
9. He is going to share his testimony tomorrow.
10. They will finish their lesson at 6 p.m.

Listening

I. For dinner learn how to cook a new dish by asking your companion to teach you step-by-step the procedure for making a dish that he or she is fond of. Listen carefully for object focus verbs and the things they act on. Repeat back any parts of the cooking procedure that are unclear and ask for clarification.

J. The Hiligaynon pamphlet for Lesson 3: *The Gospel of Jesus Christ* contains a clear explanation of the repentance process and lists each stage of repentance using object focus verbs. Review the section on repentance with your companion and then practice teaching one another the principle of repentance as if you were teaching one of the investigators in your area.

Reading

K. After reading 3 Nephi 11, prepare 10 sentences that use *i-* or *-on* verbs (object focus future tense) that you could use to describe the events that transpired when the Savior visited the Nephites in ancient America. Ask your companion to review your sentences and make any corrections. Ask your companion to explain to you corrections. For each sentence that he or she corrected, come up with a new sentence that uses *i-* or *-on* verbs (object focus future tense). Continue until you have 10 sentences that correctly use *i-* or *-on* verbs. Then practice describing the events of 3 Nephi 11 to your companion. Ask him or her to correct you if necessary and re-practice any areas that you struggled with.

Writing

L. Review some of the key definitions and other terms at the end of any of the first three lessons. Specifically look for any nouns that you have difficulty explaining. Using object focus verbs to emphasize the selected nouns whenever possible, and write out short explanations for each term. Share your explanations with your companion and revise them together to ensure clear explanations.

Group

Speaking

M. Scenario: A newly reactivated member has referred you to his extended family, the Altamera family. When you first contacted them you gave them a Restoration pamphlet to read. Upon your return, you find that they have read the entire pamphlet. However, they don't understand everything that they read about the Book of Mormon. Teach the Altamera family about the Book of Mormon. Help them understand that if we read the Book of Mormon we will receive revelation from God. Use object focused verbs as much as possible for this exercise.

N. Scenario: Upon following up with the Altamera family, you find that they haven't read the Book of Mormon since your last visit. Re-invite them to read the Book of Mormon. As directed by the Spirit, promise blessings and extend invitations to keep other commitments. Conclude by bearing your testimony.



Listening

O. Each missionary prepares a brief story to be read to the group. Before starting each round, assign a different action—such as patting your knees, snapping your fingers, or quietly clapping your hands—to each of the three tenses covered in this chapter: *gin-*, *gina-*, and *i-* or-*on*. The missionaries sit in a semi-circle while one missionary outside of the semi-circle reads his or her story aloud. When the first *gin-*, *gina-*, and *i-* or-*on* verb is said, the missionaries in the semi-circle will proceed with the assigned action for that verb tense. It is important to keep the assigned action uniform among the missionaries in the semi-circle, and to a steady beat based on the pace of the missionary reading aloud. Continue this for every *mag-* verb that is read, changing the action to the assigned actions for that verb tense (*gin-*, *gina-*, and *i-* or-*on*). If one of the sitting missionaries does not change his or her action to the correct tense, responds with the wrong action, or does not keep with the determined pace, he or she replaces the reader. The reader then moves to the end of the line. The new reader starts again with his or her story, reading aloud to the same predetermined pace. The missionary remaining at the head of the semi-circle when the story ends is the winner. You may consider including actor focus and location/receiver focus conjugations as well for a more difficult game.

P. Read the section titled "A Plan for Overcoming Addictive Behavior" in chapter 10 of *Preach My Gospel*. This includes several suggestions for helping those that suffer from addiction. After reviewing the section as a group, invite a couple of missionaries at a time to demonstrate how they might implement some of listed suggestions in an actual teaching scenario. After each demonstration, discuss what was done well and what needs improvement before repeating the exercise.



Reading

Q. Read "The Living Christ" in Hiligaynon. Make a list of all of the things that were done to the Savior and done by the Savior as listed in the testimony. Discuss as a group the differences in meaning when different focuses are used and note the significance in meaning of using the Savior as the object that was acted upon in certain situations. Think of other important things that were done to the Savior or by Him that weren't listed in "The Living Christ" and consider what focus you might use when discussing such things.

Writing

R. Ask the group to make a list of common objects on the board. The list should be long enough to allow each person an opportunity to practice constructing at least a couple of sentences. After writing down the objects on the board, invite the missionaries to go to the board and write out an object focus sentence for each word wherein the object from the list is the focus of the sentence marked by *ang*.

Example

Object: bola *(ball)*	**Sentence**: Ginhaboy niya ang bola sa basket. *(He threw the ball into the basket.)*

Indicative Location/Receiver Focus Verbs

Examples

Jesus Christ **taught** the people when He was on the earth.	**Gintudloan** ni Jesucristo ang mga tawo sang ari Siya sa kalibuton.
We (inclusive) are **promised** eternal life if . . .	**Ginapromesahan** kita sang kabuhi nga walay katapusan kon . . .
We (inclusive) are **blessed** as . . .	**Ginabugayan** kita samtang . . .
The Word of Wisdom teaches us (inclusive) to **avoid** . . .	Ang Word of Wisdom nagatudlo sa aton nga **likawan** ang . . .

Explanation

In location/receiver focus sentences, the actor is marked by *sang*, the object is marked by *sang*, the location/receiver is marked by *ang*, and the addition prepositional phrase is marked by *sa*.

Examples

Ginbutangan (V) niya (A) ang lamesa (L) sang libro ko (O). *He/She put my book on the table.*	**Ginasugoan** (V) kita (R) sang Diyos (A) paagi sa mga propeta. *God commands us through prophets.*	**Giyahan** (V) sang Diyos (A) ang tanan nga mga tawo (R) para sa aton kaayohan. *God will guide everyone for our (inclusive) benefit.*

Gin- -an, Gina- -an, -an Verbs

Location/receiver focus verbs are typically used to focus on the receivers or location of an action.

Form

Follow the pattern shown in the table below when conjugating location/receiver focus verbs.

Past	Present	Future
GIN + BULIG + **AN** (was *helped/did help*)	**GINA** + BULIG + **AN** (*helping/helps/help*)	BULIG + **AN** (*will be helped/will help*)
Ginbuligan sang mga misyonaryo si Brother Galliego sa paglikaw sa iya mga bisyu niya. *Brother Galliego **was helped** by the missionaries in avoiding his vices.*	**Ginabuligan** sang Diyos ang mga anak Niya sa mga problema nila suno sa ila nga pagtuo. *God **helps** His children with their problems according to their faith.*	**Buligan** ni Elder Agbuya si Elder Johnson sa abilidad niya nga mag-Ilonggo sa sini nga transfer. *Elder Johnson **will be helped** by Elder Agbuya in his ability to speak Ilonggo this transfer.*

Usage

The VAOL/R sentence structure when using location/receiver focus is particularly fluid. The actor, object, and location/receiver move around in order for the focus (location/receiver) of the sentence to be clear and not lost between the other parts of the sentence.
The most common sentence structure for location/receiver focus sentences is:

- **VERB -an** + ACTOR (*SANG*=NON-FOCUS) + LOCATION/RECEIVER (*ANG*=FOCUS) + OBJECT (*SANG*=FOCUS) + ADDITIONAL *SA* PHRASE

When the actor and the location/receiver are both designated by noun markers (*ang*, *sang*, *ni*, *si*) their positions in the sentence structure are often interchangeable. Avoid following *ang* nouns with *ni* as this will occasionally be mistaken for possession and can create ambiguity. Just like the other focuses, this is subject to change when pronouns are involved. Be sure to use the correct *ang, sang,* and *sa* noun markers and pronouns when marking each part of the sentence to avoid confusion.

Examples

Tudluan sang mga misyonaryo ang pamilya Garcia sang ebanghelo ni JesuCristo. *The Garcia family **will be taught** the gospel of Jesus Christ by the missionaries.*	**Ginahatagan** sang Diyos ang mga anak Niya sang madamo nga mga bugay. *God **gives** His children many blessings.*
Ginbunyagan ni Juan Bautista si JesuCristo sa suba nga ginatawag Jordan. *John the Baptist **baptized** Jesus Christ in the river called Jordan.*	**Bendisyonan/Bugayan** kita sang Diyos kon . . . *God **will bless** us (inclusive) if . . .*

Note: See chapter 18 "Nominalization" to learn more about how these suffixes can be used to specifically designate location nouns which may not necessarily function as a verb.

Irregular *–an* Verb Conjugations

The rule for conjugating Hiligaynon verb roots using *–an* (location/receiver focus) has some exceptions. Keep in mind that these exceptions apply only to verbs that are incorrect when simply adding *–an* to the verb root to conjugate into location/receiver focus future tense. These exceptions follow the irregular *–on* verb conjugation exceptions included in chapter 16 "Object Focus Verbs." See chapter 16 for more explanation and examples regarding these exceptions. Listen to native speakers to learn which location/receiver future tense verbs are irregular and which ones aren't. This is not an exhaustive list.

Type of Irregular Verb Conjugation Exception	Root Hiligaynon Word	Future Tense Location/Receiver Focus *–an*
Dropped Vowel Exception	upod *to join*	**updan**
"O"/"U" Exception	tudlo *to teach*	***tudluan**
	tinlo *to clean*	***tinluan**
Add an "H" Exception	dumala *to administer/direct/manage*	**dumalahan**
"D"/"R" Exception	bayad *to buy*	**bayran/bayaran**
	sugid *to tell*	**sugiran**

***Note:** Because Hiligaynon does not have a lot of written material, spelling in Hiligaynon is not usually extremely strict. When spelling doesn't create a significant difference in pronunciation it is usually acceptable. For example, "*tudlo*" and "*tinlo*" can be conjugated to "*tudloan/tudluan*" or "*tinloan/tinluan*." The variations in spelling are often between the letters "o" and "u," and the letters "e" and "i."

Command Form

Each focus has a different way to use commands. For location/receiver focus, either the future/infinitive tense is used (*-an*), or the suffix *–i* is used. Of the two, the *–i* command form is a more direct command.

Examples

-an	***-i***
"Huo, maluluy-on ka sa imo mga anak kon sila magatuaw sa imo, agud imo mabatian kag indi sang mga tawo, kag imo sila **pamatian**." Alma 33:8 *"Yea, thou art merciful unto thy children when they cry unto thee, to be heard of thee and not of men, and thou wilt **hear** them."*	"Gani, mga kauturan ko, dungga ako, kag **pamatii** ang pulong sang Ginuo . . ." Jacob 2:27 *"Wherefore, my brethren, **hear** me, and hearken to the word of the Lord . . ."*
"Apang, yari karon, ang suloguon nagsiling sa Ginuo sang kaolivohan: **Hatagan** ta pa anay ini sing diutay nga panahon." Jacob 5:50 *"But, behold, the servant said unto the Lord of the vineyard: **Spare** it a little longer."*	"O Ginuo, **hatagi** kami sing kusog suno sa amon pagtuo nga yara kay Cristo, bisan tuhoy sa pagkahilway . . ." Alma 14:26 *"O Lord, **give** us strength according to our faith which is in Christ, even unto deliverance . . ."*

Note: In English, location/receiver focus commands don't always include an actor. For example, in the command "give them bread," the actors (the person/people giving) are implied rather than stated ("you give them bread"). When this is translated into Hiligaynon, "give them bread" turns into "*hatagan mo sila sang tinapay."* The Hiligaynon translation includes an actor. Hiligaynon commands are often most clear when an actor is specified. Command forms using the *–i* suffix can be said with or without an actor.

Pronouns

In a location/receiver focus sentence, when the receiver of the sentence is a pronoun but the actor is not a pronoun, the pronoun (receiver) jumps to the second place in the sentence. See chapter 13 "VAOL/R" for more explanation about changes in the VAOL/R form.

- VERB + ***ANG* PRONOUN (*LOCATION/RECEIVER*)** + ACTOR + OBJECT + ADDITIONAL *SA* PHRASE

Examples

Ginsulatan **siya** ni Sister Arnold sang laba gid nga sulat.
*Sister Arnold wrote **him/her** a really long letter.*

*Bayaran **sila** ni Tatay sa Sabado.*
*Father/Dad will pay **them** on Saturday.*

Sentence Negation

The structure of the sentence changes when using "no" or "not" to negate the sentence. Look in chapter 13 "VAOL/R" to learn more about how to use *indi*/*wala* to negate a sentence in location/receiver focus, and for a more in-depth explanation of this topic. The structure changes slightly when you use pronouns and when you do not use pronouns.

Note: Don't forget that *indi* is typically used for future tense, and *wala* is typically used for past and present tenses.

Without Pronoun

- **INDI/WALA** + VERB + ACTOR (non-pronoun) + LOCATION/RECIPIENT + OBJECT

Example

Wala ginhatagan ni Bishop ang ward sang tion agud magtinlo sang simbahan.
*Bishop did **not** give the ward a time to clean the church building.*

With Pronoun

- **INDI/WALA** + ***ANG* PRONOUN (LOCATION/RECEIVER)** + VERB + ACTOR + OBJECT + ADDITIONAL *SA* PHRASE

Example

Indi kita bugayan sang Diyos kon indi kita maghinulsol.
*God will **not** bless **us** (inclusive) if we (inclusive) do not repent.*

Activities

Personal

Speaking

A. Create two sentences in location and receiver focus for each of the following root verbs. The tense can be altered if desired but must remain location focus. Practice saying them aloud.

Check your sentences with a companion, a teacher, or native speaker.

Example

Hatag *To give*	**Ginhatagan** namon sila sang isa ka Libro ni Mormon. *We (exclusive) **gave** them a Book of Mormon.*
	Okey lang kon **hatagan** mo siya sini? *Is it okay if you **give** this to him/her?*

1. Hugas
   To wash
2. Tudlo
   To teach
3. Likaw
   To avoid
4. Bayad
   To pay
5. Hukom
   To judge
6. Bulig
   To help
7. Kadto
   To go
8. Laygay
   To counsel/advise

Listening

B. Listen for any word throughout the day that uses *–an* conjugations (location/receiver focus future tense). This conjugation is commonly used not only for verbs but also as a form of noun to designate a location for a specific purpose. Try to distinguish between the two and consider the possibility of using them interchangeably. Discuss with a native how to use any *–an* words that you struggle understanding and ask for clarification if you find difficulty in distinguishing places or other nouns from actual verbs.

Reading

C. Read aloud the following verses of scripture. Focus on pronunciation, not necessarily on the meaning. Read the paragraph several times until it flows naturally and fluidly. Ask others for feedback on your pronunciation. Identify three pronunciation errors and make plans to practice correcting these in your next language study. The *-an* (location/receiver future tense) verbs in the scriptures are in bold.

> "Yari karon, **ginalaygayan** ko kamo nga kon inyo mabasa ining mga butang, kon ini mangin kaalam sa Dios nga inyo mabasa ang mga ini, nga inyo dumdumon kon nangin daw ano kamaluluy-on ang Ginuo sa mga anak sang tawo, gikan pa sa pagtuga kay Adan bisan padalayday tubtob sa tion nga inyo mabaton ining mga butang, kag binag-binagon ini sa inyo mga tagipusuon. Kag kon inyo mabaton ining mga butang, **ginalaygayan** ko kamo nga mamangkot kamo sa Dios, ang Wala'y Katapusan nga Amay, sa ngalan ni Cristo, kon ining mga butang indi matuod; kag kon kamo mamangkot sa isa ka bunayag nga tagipusuon, sa matuod-tuod nga tinutuyo, nga may pagtuo kay Cristo, ipakita niya ang kamatuoran sini sa inyo, paagi sa gahum sang Balaan nga Espiritu. Kag paagi sa gahum sang Balaan nga Espiritu mahimo ninyo nga mahibal-an ang kamatuoran sang tanan nga mga butang." (Moroni 10:3–5)
>
> "Behold, I **would exhort** you that when ye shall read these things, if it be wisdom in God that ye should read them, that ye would remember how merciful the Lord hath been unto the children of men, from the creation of Adam even down until the time that ye shall receive these things, and ponder it in your hearts. And when ye shall receive these things, I **would exhort** you that ye would ask God, the Eternal Father, in the name of Christ, if these things are not true; and if ye shall ask with a sincere heart, with real intent, having faith in Christ, he will manifest the truth of it unto you, by the power of the Holy Ghost. And by the power of the Holy Ghost ye may know the truth of all things." (Moroni 10:3–5)

D. Read aloud the following paragraph from "Ang Buhi nga Cristo." Focus on pronunciation, not necessarily on the meaning. Read the paragraph several times until it flows naturally and fluidly. Ask others for feedback on your pronunciation. Identify three pronunciation errors and make plans to practice correcting these in your next language study. The *-an* verbs (location/receiver future tense) in the paragraph are in bold.

> **"Ginsugdan** Niya ang [ordinansa sang] sakramento bilang pahanumdom sang Iya dako nga nagapasag-uli nga halad. Gindakop Sia kag **ginpamatbatan** sa butig nga mga panumbongon, **ginhukman** sa paglipay sang magamo nga kadam-an, kag **ginpamatbatan** nga mamatay sa krus sa Kalbaryo. Ginhatag Niya ang Iya kabuhi sa pagpasag-uli para sa mga sala sang tanan nga tawo. Ang Iya ginhimo isa ka dako nga salili nga dulot para sa tanan nga magakabuhi pa sa ibabaw sang duta." ("Ang Buhi nga Cristo: Ang Panaksihon sang mga Apostoles," The Church of Jesus Christ of Latter-day Saints)
>
> "He **instituted** the sacrament as a reminder of His great atoning sacrifice. He was arrested and **condemned** on spurious charges, **convicted** to satisfy a mob, and **sentenced** to die on Calvary's cross. He gave His life to atone for the sins of all mankind. His was a great vicarious gift in behalf of all who would ever live upon the earth." ("The Living Christ: A Testimony of the Apostles," The Church of Jesus Christ of Latter-day Saints)

Writing

E. On a separate sheet of paper, rewrite the following sentences using *-an* verbs (**location/receiver future tense**) in place of the bolded verbs. Check your answers. Discuss your answers with your companion or a native.

1. **Nagatudlo** kami sang Pagpanumbalik sa iya.
   We (exclusive) taught the Restoration to him/her.
2. Sa pagsunod sang Layi sang Kaputli, dapat kita **maglikaw** sa mga pagsulay.
   In following the law of chastity, we (inclusive) should avoid temptations.
3. **Naghatag** Siya sang perpekto nga ehemplo sa aton.
   He gave us (inclusive) a perfect example.
4. **Ginhatag** namon ang gamay nga balasahon sa ila.
   We (exclusive) gave a small reading assignment to them.
5. **Magkadto** kita karon kay Sister Marikit.
   We (inclusive) will go to (see) Sister Marikit later.
6. Dapat ka **magtalikod** sa daan nga kabuhi mo.
   You (singular) should turn your back on your (singular) old life.
7. **Nagsulat** si Moroni kay Pahoran.
   Moroni wrote Pahoran.
8. **Nagabantay** ang mga anghel sa aton.
   Angels watch over us (inclusive).

F. On a separate sheet of paper fill in the blanks with the appropriate location/receiver verb. Check your answers.

1. ___ sang Diyos ang mga nagasunod sa Iya.
   God blesses those that follow him.
2. ___ ang pagtuo naton diri sa kalibutan.
   Our (inclusive) faith is being tested here on earth.
3. ___ nila ang tanan nga ila mga sala.
   They turned back on all of their sins.
4. ___ kita suno sa aton mga binuhatan.
   We (inclusive) will be judged according to our (inclusive) actions.
5. ___ sang Espiritu ang ila mga tagipusuon.
   The Spirit will open their hearts.
6. Kon ___ naton ang mga iban, nagaalagad lang kita sa Ginuo.
   When we (inclusive) help others, we (inclusive) are only serving the Lord.
7. ___ ni Abraham si Melquisedec sang mga ika-pulo.
   Abraham paid Melchizedek tithes.
8. ___ naton ang Diyos kon indi kita magbayad sang mga ika-pulo.
   We (inclusive) rob God when we (inclusive) don't pay tithing.
9. Dapat naton ___ ang sagrado nga mga bagay.
   We (inclusive) should take care of sacred things.
10. ___ sila paagi sa awtoridad sang Diyos.
    They were baptized through the authority of God.
11. ___ Siya!
    Hear Him! (command)
12. ___ ako karon sa sini.
    Prove me now herewith. (command)

Companion



Speaking

G. Teach a 15–20 minute version of the Restoration to your companion. Stop every time you use an *-an* (location/receiver future tense) verb and discuss together whether or not it was used correctly. If there are any *-an* verbs that you and your companion are unsure about, write the sentence it was in on a piece of paper and ask a native speaker for help. For more practice, do this same activity sharing a personal experience instead of teaching a lesson.

H. Invite a potential missionary to spend a day with you to get a feel for what life will be like when he or she is a missionary. With your companion, tell the potential missionary what you will be doing that day using as much location/receiver verbs as possible. Ask your companion to make suggestions about what activities he or she would like to do that day as well.



Listening

I. Plan an exchange with your companion so that you and your companion are each with a member. At the beginning of your exchanges, have each missionary explain to the member where they will be going and what they will be doing. After you have both had a chance to explain, ask the members whether or not you used location focus verbs correctly.

J. Scenario: It's preparation day for you and your companion. Create a list of all the things you need to do and places you need to go in order to prepare for your upcoming week. Discuss your list with your companion and be sure to use location focus whenever appropriate.



Reading

K. Read or sing the lyrics with your companion to the primary song, "Ako Anak sang Diyos," (*Mga Himno kag Mga Ambahanon sang Kabataan*, 58). Pay attention to all of the location focus verbs used, especially when conjugated in location/receiver command form.

Writing

L. Split up the list of root words below between you and your companion. On a separate sheet of paper, each of you will write out a location focus conjugated verb for each of the root words you have. Once you have both written a conjugation for all the root words, exchange your lists of verbs and write out a complete sentence using the verbs in the list. Check your sentences with your companion and make any necessary corrections.

1. Tudlo
   To teach
2. Tilaw
   To try/test
3. Bayad
   To pay
4. Hugas
   To clean/wash
5. Talikod
   To turn back on
6. Hukom
   To judge
7. Sulat
   To write
8. Hatag
   To give
9. Halong
   To take care
10. Bunyag
    To baptize
11. Tinlo
    To clean
12. Dugang
    To add to/increase
13. Sugid
    To confide/tell a secret
14. Abri
    To open
15. Promesa
    To promise

Group

Speaking

M. Ryan Singh is a debt collector that has been living in your area for about five years and studying Hiligaynon from a native tutor. He is originally from India and was raised as a practicing Sikh but he has begun to question his religion. While living in India he had a brief encounter with Christianity at the school he attended but has since forgotten almost everything and knows very little about what Christianity is. For your next lesson, help Ryan understand and develop a testimony of "The Savior's Earthly Ministry and Atonement."

N. You and your companion are teaching Robert Villanueva for the first time. Robert was raised Catholic, but since being married has started attending one of the local Baptist churches with his wife. Robert has expressed sincere faith in Christ, and understands His role as Redeemer of mankind. However, his knowledge of the Savior's life is limited. Seek to further strengthen Robert's testimony in Christ by explaining about the Savior's life and mission. Demonstrate how learning about the Savior's life can help him strengthen his faith. Below is a list of verb roots you may consider practicing in location focus for this exercise.

1. Tudlo
   To teach
2. Bulig
   To help
3. Laygay
   To counsel
4. Hambal
   To speak
5. Serbisyo
   To serve
6. Bugay/bendisyon
   To bless
7. Hatag
   To give

Listening

O. Each missionary should prepare a brief story to be read to the group. Before starting each round, assign a different action—such as patting your knees, snapping your fingers, or quietly clapping your hands—to each of the three tenses covered in this chapter: *gin- -an*, *gina- -an*, and *-an*. The missionaries sit in a semi-circle while one missionary outside of the semi-circle reads his or her story aloud. When the first *gin- -an*, *gina- -an*, or *-an* verb is said, the missionaries in the semi-circle will proceed with the assigned action for that verb tense. It is important to keep the assigned action uniform among the missionaries in the semi-circle, and to a steady beat based on the pace of the missionary reading aloud. Continue this for every *mag-* verb that is read, changing the action to the assigned actions for that verb tense (*gin- -an*, *gina- -an*, and *-an*). If one of the sitting missionaries does not change his or her action to the correct tense, responds with the wrong action, or does not keep with the determined pace, he or she replaces the reader. The reader then moves to the end of the line. The new reader starts again with his or her story, reading aloud to the same predetermined pace. The missionary remaining at the head of the semi-circle when the story ends is the winner. You may consider including actor focus and object focus conjugations as well for a more difficult game.

P. Sing the lyrics to the primary song, "Tudloi Ako sang Iya Gugma" (*Mga Himno kag Mga Ambahanon sang Kabataan*, 66). Pay attention to the use of the location/receiver command form *–i* as it is used in the hymn.



Reading

Q. Read "The Living Christ" in Hiligaynon. Make a list of all the times location focus is used in the testimony. Especially make note of when Jesus Christ is the location or receiver of some action. Discuss as a group the differences in meaning when using different focuses (actor, object, or location/receiver). Reread this section for a better understanding of the purpose of location focus verbs and then ask yourself what ideas would be best expressed using location/receiver focus as opposed to object or actor focus. Consider how you can integrate location/receiver focus sentences into your language when teaching or bearing testimony of the Savior.

Writing

R. Each missionary in the group will start by naming one or two different scriptural characters to write on the board. For each character written on the board the missionaries will have to write two location/receiver focus sentences about the character. One sentence should use the scriptural character as the focus (location/receiver) and the other should use them as the non-focus (actor or object).

Example

Character: Alma

Sentences: **Gintudloan** ni Abinadi si Alma sang kamatuoran.
*Abinadi **taught** Alma truth.*

Ginbunyagan ni Alma si Helam.
*Alma **baptized** Helam.*

Nominalization

Examples

God shows His **love** for us (inclusive) by **calling** prophets.	Ginapakita sang Diyos ang Iya **pagpalangga** sa aton paagi sa **pagtawag** sang mga propeta.
When people reject the prophets' **teachings** . . .	Kon ginasikway sang katawhan ang mga **panudlo** sang mga propeta . . .
The gospel is preached to the **disobedient**.	Ginawali ang ebanghelyo sa **mga dimasinulundon**.
Those who receive celestial glory . . .	Ang **mga magbaton** sang selestiyal nga himaya . . .

Explanation

There are several types of nouns in Hiligaynon. Most noun types are created by conjugating roots using affixes, similar to how verbs are formed. Common nouns are preceded by the noun markers *ang*, *sang*, or *sa*. Proper nouns, or names, are preceded by *si*, *ni*, or *kay*.

Ka-(root)-*an*

Ka- -an forms abstract nouns (nouns that refer to an idea or concept). It can be used to express the essence or nature of something. These nouns can be pluralized with *mga* on a case by case basis. Listen to native speakers to know when *mga* is appropriate with *ka- -an* nouns. When *ka- -an* is used with a root word that ends in "d," the "d" will change to an "r."

Examples

kapatawaran (tawad) *forgiveness*	**kabataan** (bata) *children*	**kalipayan** (lipay) *happiness/Joy*
kaluwasan (luwas) *salvation*	**kalainan** (lain) *evil*	**katamaran** (tamad) *laziness*
kalaglagan (laglag) *harm*	**kalangitan** (langit) *the heavens/firmament*	**kadam-an** (damo) *multitude/crowd*

Examples

Nakabaton sila sang **kapatawaran** sa ila mga sala. *They were able to receive **forgiveness** from their sins.*	Ang Diyos naghatag sang Napulo ka **Mga Kasuguan** kay Moises. *God gave Moses the Ten **Commandments**.*
Magtudlo kami sang Plano sang **Kaluwasan** sa ila sa Martes. *We (exclusive) will teach them the plan of **salvation** on Tuesday.*	Ginpataas ni Moroni ang hayahay sang **kahilwayan**. *Moroni raised up the standard of **liberty**.*
Dimaisip ang **kaliwatan** ni Abraham. *Abraham's **posterity** is numberless.*	Nagpangamuyo si Joseph Smith sa **kakahoyan**. *Joseph Smith prayed in the **forest**.*

Ka-

The prefix *ka-* is used on its own to create abstract nouns from descriptive words. This is frequently used for emotions, characteristics, and other human qualities. See the section in this chapter on relationship nouns for another use of *ka-*.

Examples		
kalipay *joy*	kabakod *strength*	kasubo *sadness*
kasadya *gladness*	kaukod *diligence*	kaluoy *mercy*
kapisan *industry/energy*	kapagsik *enthusiasm/activity/liveliness*	kaligdong *soberness/seriousness*

Pag-, Pagka-, Pagpa-, and *Pagpakig-*

These prefixes are roughly equivalent to adding "–ing," "–ness," or "–tion" to the end of a word. Note that these are just rough equivalents to help understand the basic functions of *pag-*, *pagka-*, and *pagpa-* and don't necessarily represent how these conjugations should be interpreted in every case. Use native speakers and a Hiligaynon dictionary for greater context on the interpretation of individual words.

Definitions

Pag-	Noun, often similar to the English "–ing" (this is not a hard rule for all pag- nouns)
Pagka-	Expresses essence or nature of something, can be similar to "–ing," "–ness," or "–tion" depending on the root it is applied to
Pagpa-	Verbal noun, used frequently with *magpa-* verbs (see chapter 35)
Pagpakig-	Nouns denoting cooperation or dealing with relations between people

	Examples		
Pag-	**pag**tudlo (tudlo) *act/way of teaching*	**pag**simba (simba) *act of attending church*	**pag**pili (pili) *choice (act of choosing)*
Pagka-	**pagka**banhaw (banhaw) *resurrection*	**pagka**diosnon (dios) *godliness*	**pagka**intyinde (intyinde) *understanding*
Pagpa-	**pagpa**matuod (matuod) *testimony (the testifying)*	**pagpa**bakod (bakod) *strengthening*	**pagpa**salamat (salamat) *thanksgiving/gratitude*
Pagpakig-	**pagpa**kigbagay (bagay) *dealings*	**pagpa**kig-away (away) *the act of battling against*	**pagpa**kig-ugyon (ugyon) *unity*

Examples	
Nagtudlo si Lehi parte sa **Pagkapukan** ni Adan kag Eva. *Lehi taught about the **Fall** of Adam and Eve.*	Isa ini ka kasulatan sang **pagpakigbagay** sang Diyos sa dumaan nga mga pumuluyo . . . *It is a record of God's **dealings** with ancient inhabitants . . . (Intro. of the Book of Mormon)*
Paagi sa iya **pagtuon** sa Biblia, nabal-an ni Joseph Smith nga dapat siya magpamangkot sa Diyos. *Through his **study** in the Bible, Joseph Smith knew that he should ask God.*	Magpadayon kita hasta sa katapusan paagi sa **pagpabakod** sang aton **pagtuo**. *We (inclusive) will endure (continue) to the end through the **strengthening** of our (inclusive) **faith**.*

Root Words

Many root words may be used as nouns without adding affixes. This is very common.

Examples	
Ano ang **pamangkot** mo? *What is your (singular) **question**?*	Nabaton niya ang **sabat** sa iya **pangamuyo**. *He received an **answer** to his **prayer**.*
Ang pagtuo nga wal'ay **buhat,** patay na. *Faith without **works** is dead.*	Nabilin ko ang **yabi** sa **balay**. *I left the **key** at **home**.*
Anong **oras** ang pagsimba? *What time is church at?*	Nagainom kita sang **tubig** bilang pagpanumdom sang lya **dugo**. *We (inclusive) drink the **water** in remembrance of His **blood**.*

Professions and Titles (*Manug-, Mang-, Man-, Tag-*)

These are prefixes that form professions and titles or that express someone is a habitual doer of something. It is common when using *mang-* or *man-* to repeat the first sound which comes immediately after, however, this isn't the case for all *mang-* and *man-* words. Pay attention to native-speakers to see which words do and do not use repeated syllables. Be careful not to confuse the prefix *manug-* used for titles with the prefix *manug-* used to express imminent action.

Examples	
Sin-o ang mga **manug**hambal sa general conference? *Who are the **speakers** at general conference?*	**Manunudlo** si Sister Ebio sa Relief Society. *Sister Ebio is a **teacher** in the Relief Society.*
Mangingisda ang unang mga apostoles ni Jesucristo. *The first apostles of Jesus Christ were **fishermen**.*	Nagbakal kami sang baboy sa **manug-ihaw** sa merkado. *We bought pork from the **butcher** in the market.*
Si Jesucristo ang **Tagtuga** sang tanan nga ara sa kalibutan. *Jesus Christ is the **Creator** of all that is in the world.*	Si Jesucristo ang **Man**luluwas kag **Man**unubos sang kalibutan. *Jesus Christ is the **Savior** and **Redeemer** of the world.*

Note: These prefixes are not the only ways titles and professions are expressed in Hiligaynon. Frequently, Spanish or English loan words are used or the Spanish suffix *–ero* is attached to words. Furthermore, some titles and professions have their own word that don't use any of the affixes mentioned here. While a comprehensive list cannot be provided here, many common professions and titles are given below. Use a Hiligaynon dictionary or a native speaker to broaden your vocabulary as you study.

Common Professions and Titles

abogado *lawyer*	**doktor** *doctor*	**pulis** *police*	**bombero** *firefighter*
nars *nurse*	**inhinyero** *engineer*	**maestra/maestro** *teacher*	**madyikero** *magician*
mensahero *messenger*	**soldado** *soldier*	**asendero/haciendero** *landowner*	**timbang** *caretaker/maid*
sakada *laborer (e.g., sugarcane worker)*	**soltero** *bachelor, unmarried*	**misyonero/misyonaryo** *missionary*	**pari** *priest*

Verbs, Existentials, and Adjectives Treated as Nouns

Verbs, existentials, and adjectives can all be used as if they were nouns if they are preceded by a noun marker and if the noun is one of the following:

1. Actor Focus Verbs: the noun is the one who did the action of the verb.
2. Object Focus Verbs: the noun is what/who was acted upon.
3. Location/Receiver Focus Verbs: the noun is where the action was performed or who/what received the action.
4. Existential Phrases: the noun is the one with or without the object.
5. *Mangin* Phrases: the noun is who or what became or will become.
6. Adjectives: the noun is the one or those with that attribute.

Examples

Si Brother Abalos ang **mangin ward mission leader**. *Brother Abalos is **the one that will become ward mission leader**.*	May ara kami sang **ginatudloan** sa Purok Locotan. *We (exclusive) have an **investigator (or person being taught)** in Purok Locotan.*
Sin-o ang **makaluwas** sa aton? *Who is **the one able to save** us?*	Ano ang **ginhambal** mo sa imo asawa? *What **did** you **say** to your wife?*
Kita ang **may responsibilidad** sa aton area. *We are **the ones responsible** for our (inclusive) area.*	Ara ang **mga masinulundon** sa paraiso. ***The obedient** are in paradise.*

Relationship Nouns (*Ka-, Mag-*)

These prefixes create nouns that define a relationship between at least two individuals.

Ka-

- **KA + ROOT** – noun which indicates a relationship between people.

Examples

Ka-batch ko si Elder Agbuya. *Elder Agbuya is my **batchmate** .*	**Kaupod** ko siya. *She/He is my **companion**.*
Kaeskwela ko si Sonny. *Sonny is my **schoolmate**.*	**Kaobra** mo bala si Rico? *Is Rico a **workmate** of yours?*

Mag-, Magka-

- **MAG + ROOT** – noun representing two or more people where the root clarifies the relationship. Most frequently used for familial ties.

Examples

mag-utod/magulululutod/ magulutod (utod) *siblings (at least two)*	**mag-asawa** (asawa) *couple (two married people)*	**magparyente** (paryente) *relatives (at least two persons)*	**magpakaisa** (pakaisa) *cousins (at least two)*

Examples

Mag-utod bala kamo? *Are you (plural) **siblings**?*	**Magpakaisa** sila. *They are **cousins**.*
Tatlo ka bilog ang amon **magparyente** nga nakilala namon paagi sa family history. *We were able to become familiar with three of our **relatives** through family history.*	Kinahanglan namon ang **mag-asawa** nga pwede mag-upod sa amon. *We (exclusive) need **a married couple** that can join us.*

Using *–an*, *–han*, and *–nan* for Places

Aside from location focus verbs, these suffixes can be used to specifically designate location nouns that may not necessarily function as a verb.

	Examples
estaran/elestaran *residence*	Diin ang imo **estaran** diri sa Bacolod? *Where is your **residence** here in Bacolod?*
eskwelahan *school*	Nagatudlo si Sister Amor sa **eskwelahan** sa General Luna. *Sister Amor teaches at the **school** in General Luna.*
kalan-an *restaurant*	Nagsugat kami kay Jun-Jun sa **kalan-an** sa Roxas Street. *We met up with Jun-Jun at a **restaurant** on Roxas Street.*
hukmanan *court (judgment place)*	Gindala si Korihor sa **hukmanan**. *Korihor was carried to the **judgment seat**.*
pulsohan *wrist (Literally: pulse location)*	Magkapot ako sa imo **pulsohan**. *I will hold your **wrist**.*
ulonan *pillow (Literally: place for the head)*	Wala ako sang **ulonan**. *I don't have a **pillow**.*

Activities

Personal

Speaking

A. Prepare a five-minute talk about the gift of the Holy Ghost. Explain why the Holy Ghost is important. Make sure you use some of the affixes from this chapter in your talk. Practice sharing your talk with your companion or a member, and have him or her give you feedback afterwards so you can see how you used this principle. Example: "Paagi sa Balaan nga Espiritu, mabatyagan naton ang **pagpalangga**, **katawhay**, kag **kalipayan** halin sa Diyos." *(Through the Holy Ghost, we (inclusive) will feel love, peace, and joy from God.)*

Listening

B. While you proselyte, talk to people about their professions or hobbies. Write down all of the occupations and job descriptions you hear for the day. Try to use this as a technique to bring up something about the gospel. If you don't recognize a profession or hobby, ask a native to explain it to you or write it down to look up later in a dictionary.

Reading

C. Read the "Beatitudes" found in 3 Nephi 12. Focus on the use of verbs and adjectives in place of nouns that designate those who are blessed, according to Jesus Christ. Using what you learn, discuss with your companion how you can become a person with the attributes described by the Savior.

D. Read through "Ang Panimalay: Isa ka Proklamasyon sa Kalibutan." The proclamation contains a large variety of nouns, but especially *pag-* type nouns. While reading through the proclamation, mark anytime a *pag-* or *pagka-* noun is used. Then choose a few of these nouns that you would like to practice using in your lessons throughout the next couple of days.

Writing

E. On a separate sheet of paper write down all of the nouns (common and proper) in each of these sentences. Check your answers.

Example

Ginpaayo ni Jesucristo ang mga masakiton. *Jesus Christ healed the sick.*	1. Jesucristo 2. mga masakiton

1. Kamisyon ko si Sister Abadicio.
   Sister Abadicio is in my same mission.
2. Siya ang ginatudloan namon.
   He/She is who we (exclusive) are teaching.
3. Sin-o ang nagatudlo sa inyo simbahan?
   Who is the one that teaches at your (plural) church?
4. Ara kita sa kalibutan tungod sa pagkahulog ni Adan kag Eva.
   We (inclusive) are on earth because of the fall of Adam and Eve.
5. Sundon naton si Jesucristo paagi sa pagsuporta sang lya mga propeta.
   We (inclusive) will follow Jesus Christ through the support of His prophets.
6. Makabaton kamo sang panaksihon sang kamatuoran sang Libro ni Mormon paagi sa pangamuyo.
   You (plural) will be able to receive a testimony of truth of the Book of Mormon through prayer.
7. Magpaka-isa sila duha.
   Those two are cousins.
8. Kinahanglan naton buligan ang mga nadula sa Simbahan.
   We (inclusive) need to help those that have fallen away from the Church.
9. Nakabaton si Joseph Smith sang sabat sa iya pamangkot.
   Joseph Smith was able to receive an answer to his question.
10. Isa ka manuglaygay si President Oaks sa Unang Pangulohan.
    President Oaks is a counselor in the First Presidency.

F. For each word given below, create the noun underlined in the parentheses. The definition of the word given is translated in italics below. Check your answers. For further practice, try using each noun in a complete sentence.

Example

Example	Answer
Tuon (change to study/studies) *To study*	Pagtuon

1. Diosnon (change to godliness)
   Godly
2. Tudlo (change to the thing being taught)
   To teach
3. Luwas (change to salvation)
   To save
4. Pamatuod (change to testimony)
   To testify
5. Alam (change to wisdom)
   To know (Tagalog- commonly used in Hiligaynon)
6. Matuod (change to truth or truthfulness)
   True
7. Masinulundon (change to obedience)
   Obedient
8. Giya (change to guidance/direction)
   To guide
9. Hambal (change to speaker)
   To speak
10. Luto (change to a cook/chef)
    To cook

11. Kadto (change to the place you will go to)
    To go
12. Himo (change to the thing that will be done)
    To do
13. Hinulsol (change to repentance)
    To repent
14. Banhaw (change to resurrection)
    To be resurrected
15. Bantay (change to a guard)
    To watch over/guard
16. Patawad (change to forgiveness)
    To forgive
17. Tapos (change to the end)
    To end
18. Basketbol (change to a basketball court)
    Basketball
19. Eskwela (change to schoolmate)
    To attend school
20. Trabaho (change to coworker)
    To work

Companion



Speaking

G. Practice giving a 10-minute lesson of "The Gospel of Jesus Christ" to your companion. Note that each principle of the gospel can be said by using *pag-* verb nominalization. Get feedback from your companion on how well you taught the doctrines in the lesson as well as how correct your use of nominalization was throughout the entirety of the lesson.

H. With your companion, prepare a short lesson plan about "The Restoration." Plan to include in your lesson the sharing of Joseph Smith's First Vision. Take turns teaching each other using the lesson plan you prepared. Stop each other when one of you uses either an unfamiliar or incorrect noun.



Listening

I. Ask your companion to use each of the following verbs as if they were nouns in a sentence. Stop them if you don't understand something they say so you can ask for clarification.

1. Gintudlo
   The thing taught
2. Kaunon
   The thing that will be eaten
3. Nagapati
   The person that believes
4. Nabatyagan
   The thing being felt
5. Ginapinsar
   The thing being thought of
6. Kadtoan
   The place that will be gone to
7. Mabunyagan
   The person to be baptized
8. Nagasimba
   The person attending church
9. Ginahimo
   The thing being done
10. Nagatudlo
    The one teaching
11. Ginabisitahan
    The person(s) being visited
12. Naghalin
    The one that left/departed

J. Ask your companion to use each of the following adjectives as if they were nouns in a sentence. Stop them if you don't understand something they say so you can ask for clarification. Note that many of these types of sentences won't have direct English translations.

Example

Example	Possible Answer
Gahod *Loud*	Nabatian mo bala ang mga gahod sa gwa? *Did you (singular) hear those that are being loud outside?*

1. Masinulundon
   Obedient
2. Malipayon
   Happy
3. Masubo
   Sad
4. Mabakod
   Strong
5. Mapainubuson
   Humble
6. Malapit
   Close
7. Mahuya
   Shy/Embarrassed
8. Gamay
   Little
9. Dako
   Big
10. Ulihi
    Last
11. Diosnon
    Godly
12. Balaan
    Holy

Reading

K. On a separate sheet of paper, write all of the nouns in the following scriptures. Discuss with your companion or a native why some names and titles are proper nouns (*si*, *ni*, *kay*) while others are common nouns (*ang*, *sang*, *sa*). Also discuss with your companion or a native speaker why certain noun forms are used instead of another (e.g., *ka- -an* vs *pag-*).

1. 2 Nephi 2:24
2. Jacob 5:2
3. Alma 23:7–8
4. Helaman 14:8
5. 3 Nephi 17:18
6. 3 Nephi 18:3

Writing

L. Below is a list of some prophets and their former occupations. Write the translations for occupations in Hiligaynon, then make each into a sentence. Compare with your companion, then check your answers in the answer key. Teach your companion a lesson about following the prophet, and include the descriptions of some of the prophets with their occupations. (Read "Follow the Prophet" from chapter 3 in *Preach My Gospel*.)

Prophet Name	Former Occupations	Hiligaynon
1. Thomas S. Monson	Soldier (Navy), Manager	
2. Gordon B. Hinckley	Executive Secretary	
3. Howard W. Hunter	Banker, Lawyer	
4. Joseph Smith	Farmer	

Group



Speaking

M. Scenario: Ann is a mother of three children, is not a member of the Church, but is married to an active member. She has been taught by many missionaries before, but she has never been baptized because she does not believe that God calls prophets in our day. Practice teaching Ann about living prophets and their role on the earth today. Remember to focus on using nominalization to describe the role of prophets. Help Ann know how she can gain a testimony of these things for herself. Divide into groups of three, having one missionary take the role of Ann, one of her husband, and another of the missionary. Once finished, switch roles and do it again. Get feedback from the people in your group about your use of nominalization.

N. Scenario: Richard used to be a member of a Christian rock band at a local church but has always been interested in learning about other religions. He has been open to your visits thus far and has even kept his commitments to pray and read the Book of Mormon but struggles to recognize the Spirit when he does so. Review pages 96–97 in *Preach My Gospel*. Read through the descriptions of how the Spirit can be recognized and come up with two or three things you feel will best help Richard recognize the Spirit. Practice teaching in this scenario in a group, and afterwards ask the missionaries in the group for feedback.



Listening

O. Think of questions that you frequently hear your investigators or other people ask you about your daily activities as a missionary, and write them down. Then discuss as a group how you would answer them and how you could turn such moments into missionary opportunities to teach about Jesus Christ and His restored gospel. Role-play how some of these interactions might play out. Pause when necessary to correct each other's grammar.

P. Have one companionship demonstrate teaching an overview of a few commandments in a single lesson. For example: obedience, prayer, and scripture study as a single lesson. Make sure to use some of the affixes taught in this chapter when teaching the commandments for this exercise. Allow for open discussion so that missionaries can ask any questions they may have on grammar or why certain words and phrases were used over others with similar meaning. Re-practice, implementing constructive feedback from the first demonstration.



Reading

Q. Jesus Christ is called by many names in the scriptures, and it's important to be able to recognize them when reading so you can identify Him to your investigators. Use both your English and Hiligaynon scriptures to look up some of the names and titles of Jesus Christ. Write these names on the board, along with a reference of where each is found (e.g., Master, teacher). As a group, talk about how you can help your investigators learn more about who Christ is based on His names and titles.

Writing

R. Create your own version of Mad Libs with your companion. Fill in the blanks with nouns, verbs, and adjectives with your companion to tell a story. Then share your stories as a group. Write down any new words that you hear and find ways to begin using them. For even more focused practice specify only certain types of nominalized nouns for this activity rather than general nouns.

Interrogatives

Examples

What is the cause of their being loosed from the bands of death?	**Ano** ang kabangdanan sang ila pagkapalos gikan sa mga gapos sang kamatayon? (Alma 5:10)
Who among them hath declared these things unto them?	**Sin-o** bala sa ila ang nagpahayag sining mga butang sa ila? (1 Nephi 20:14)
Why do you feel that way?	**Ngaa** amo ina ang nabatyagan mo?
How can you know for yourself?	**Paano** ka makahibalo para sa imo kaugalingon?

Explanation

Interrogatives are question words. Interrogative words can be grouped into three main types, not including yes or no questions (see chapter 5, "Asking Yes/No Questions Using *Bala*"). The structure of each type and their respective responses differ from each other.

Type 1: Use to ask about a person, place, or thing. These interrogatives focus on nouns.

INTERROGATIVE + ANG + SUBJECT + PREPOSITION/TIME PHRASE?

Type 2: Use to ask about an action or event. Phrases with these interrogatives require verbs (see more below).

INTERROGATIVE + SENTENCE (Existential, VAOL, Predicate Subject, Identification Sentences, etc.)?

INTERROGATIVE + (**Particles and Pronouns**) + VERB + ACTOR + OBJECT + LOCATION?

Type 3 – Ano ka-: Use to ask *how much* of something or as a measure of intensity, not to be confused with *how many* (see chapter 31, "Ano ka and Pila ka").

ANO KA-(adjective root) + ANG + SUBJECT?

Note: Type 3 interrogatives are not addressed in this section, because they have their own chapter explanation.

Examples

Question	Answer	Type
Sin-o ang propeta? ***Who** is the prophet?*	Si Russell M. Nelson. *Russell M. Nelson.*	Type 1: Asking about an individual.
Paano Siya ginbunyagan? ***How** was He baptized?*	Gintugmaw Siya sa tubig. *He was immersed in water.*	Type 2: Asking how He was baptized.
Ano kataas si Goliath? ***How** tall is Goliath?*	Taas gid. *Very tall.*	Type 3: Asking something measurable.

Type 1 Interrogatives

The type 1 interrogatives in Hiligaynon are listed in the table below. *Kamusta, pila,* and *tag-pila* have specific examples in chapters 6 and 31. The following assumes that you have already learned the principles of chapter 4, "Predicate Subject Sentence Structure" and chapter 11, "Identification Sentences."

Type 1 Interrogatives			
Ano *What*	**Pila** *How many/much*	**Tagpila** *How much (specific)*	**Kamusta** *How is/are*
Diin *Where*	**Taga-diin** *Where from*	**Sin-o** *Who*	**San-o** *When*

Note 1: *Diin* and *san-o* can also be used as type 2 interrogatives.
Note 2: *Taga-diin* has a unique response structure.

Structure for Type 1 Interrogatives

Type 1 interrogatives can be thought of as following the predicate subject sentence structure, wherein the interrogative is the predicate and the subject is the thing in question. Responses can follow the same pattern or use identification sentence structure as is appropriate.

- **INTERROGATIVE** + ANG + SUBJECT + PREPOSITION/TIME PHRASE?

Examples

Interrogative	Subject	Preposition/Time Phrase	Possible Answer
Sin-o *Who*	ang napatay *the one who died*	para sa aton? *for us (inclusive)?*	Si Jesucristo ang napatay para sa tanan. *Jesus Christ died for all.*
Kamusta *How is/are*	si Brother Cruz *Brother Cruz*	subong? *now?*	Okey lang siya. *He is okay.*
Diin *Where (are)*	sila? *they?*		Sa plasa sila. *They are at the park.*

Examples

Question	Answer
San-o ang ward party? ***When** is the ward party?*	Sa Sabado. *On Saturday.*
Diin ang balay ni Brother Malit? ***Where** is Brother Malit's house?*	Sa Barangay Gloria ang balay niya. *His house is in Barangay Gloria.*
Sin-o ang nagbayad-sala para sa aton tanan? ***Who** paid for the sins of us (inclusive) all?*	Si Jesucristo ang nagbayad-sala para sa aton tanan. *Jesus Christ is the one who atoned for us (inclusive) all.*
Ano ang unang kasuguan sang layi? ***What** is the first commandment of the law?*	Palanggaon ang Diyos sa inyo bug-os nga ikasarang, kaisipan, kag kusog. *Love God with all your (plural) might, mind, and strength.*

Response Structure for *Taga-diin*

The prefix *taga-* means "to be from" and is often used contracted with *diin* to ask about where someone is from (their origins). When using it to ask questions it will follow the same structure as other type 1 interrogatives. The response structure is as follows:

- **TAGA** + PLACE + ANG PHRASE

Examples

Question	Answer
Taga-diin ka? ***Where** are you **from**?*	**Taga**-Cavite ako. *I'm **from** Cavite.*
Taga-diin si President Barredo? ***Where** is President Barredo **from**?*	**Taga**-Bacolod si President Barredo. *President Barredo is **from** Bacolod.*
Taga-diin si Sister Johnson? ***Where** is Sister Johnson **from**?*	**Taga**-Utah siya. *She is **from** Utah.*

Type 2 Interrogatives

The type 2 interrogatives in Hiligaynon are used when referring to/asking about actions:

Type 2 Interrogatives			
Paano *How*	**San-o** *When*	**Diin** *Where*	**Ngaa** *Why*

Note 1: *Diin* and *san-o* can also be used as type 1 interrogatives.
Note 2: *San-o* is commonly used for *when* in a broad sense. For a specific time during the day use "Ano'ng oras?" meaning literally "What is the time?"
Note 3: *Paano* means "how" in terms of the process rather than the state of being (*kamusta*).

Structure for Type 2 Interrogatives

Type 2 interrogatives can be any type of sentence with a type 2 interrogative at the beginning of the sentence to turn the sentence into a question. This means that the sentence without the type 2 interrogative at the beginning (*paano, san-o, diin, ngaa*) should be able to stand alone and still be grammatically correct.

The basic sentence pattern for type 2 interrogatives is as follows:

- **INTERROGATIVE** + SENTENCE (Existential, VAOL, Predicate Subject, Identification Sentences, etc.)

Examples

Ngaa wala pa kami sang bata? ***Why** don't we have a child yet?*	**Existential**
Paano makabulig ang ebanghelyo sa amon? ***How** can the gospel help us (exclusive)?*	**VAOL**
Diin magkadto si Bishop? ***Where** is Bishop going?*	**VAOL**
Ngaa masubo si Sister Alma? ***Why** is Sister Alma sad?*	**Predicate Subject**
San-o magbalik si Jesucristo? ***When** will Jesus Christ return?*	**VAOL**
Ngaa nagbisita si Nicodemus kay Jesucristo? ***Why** did Nicodemus visit Jesus Christ?*	**VAOL**
Ngaa si Jesucristo ang nagtuga sang kalibutan? ***Why** is Jesus Christ the one that created the earth?*	**Identification Sentence**

Structure for Type 2 Interrogatives with Pronouns

The basic sentence structure described previously can hold in all cases with one exception. When using pronouns, demonstrative pronouns, and particles with interrogatives, ***ang*** and ***sang*** pronouns appear or "jump" directly after the interrogative at the beginning of the sentence (see chapter 26, Emphatic Particles and Second Position).
If it is not a pronoun (*ang* or *sang* pronoun), a demonstrative pronouns (*ang* or *sang* demonstrative pronoun), or a particle (*pa, na,* etc.), then they will maintain their regular position in the sentence structure.

- **INTERROGATIVE** + (PARTICLES AND PRONOUNS) + VERB + ACTOR + OBJECT + LOCATION

Examples

Paano ka nakahibalo sang kamatuoran? ***How** were you able to know the truth?*	**Paano mo 'na** nabal-an? ***How** did you know that?*
Diin pa sila magkadto? ***Where** else are they going?*	**Diin kamo** magkadto? ***Where** are you (plural) going?*
***San-o mo kami** nakita? ***When** did you see us?*	**San-o 'ta** magkaon sang adobo? ***When** will we (inclusive) eat the adobo?*
Diin siya nakita ni Jon? ***Where** did Jon see him/her?*	***Diin ta ka** sugaton? ***Where** will I pick you (singular) up?*

***Note:** All pronouns jump to before the verb and after the interrogative. This means for sentences where the actor is also a pronoun such as in the example above, it should also appear before the verb rather than after.

Ngaa- Type 2 Interrogative

The above explanation regarding pronouns "jumping" does not apply when using the type 2 interrogative *ngaa*. The type 2 interrogative *ngaa* simply follows the structure for type 2 interrogatives. This means that the sentence following *ngaa* should be able to stand on its own and be grammatically correct with or without *ngaa*.

- ***NGAA*** + SENTENCE (Existential, VAOL, Predicate Subject, Identification Sentences, etc.)

Exceptions

Ngaa nagahibi pa siya?
***Why** is he/she still crying?*

Ngaa magkadto kamo sa simbahan subong?
***Why** are you (plural) going to the church right now?*

Ngaa ginpanumbalik sang Diyos ang Iya nga simbahan?
***Why** did God restore His church?*

Question Nullification

Question words can sometimes be used in statement sentences rather than being used to ask a question. For example, the words "what" and "how" are not only used to ask questions. They are sometimes used indirectly without asking a question. This is only possibly by nullifying the question words. Without this, statements using these words will be perceived as a question which can be confusing and misleading in Hiligaynon conversation.

Using *Kon* as a "Question Killer"

Placing the word *kon* directly before a question word in a statement will nullify the question aspect of an interrogative. When *kon* is used in this way it is sometimes referred to as a question killer.

- PHRASE + **KON** + INTERROGATIVE PHRASE

Examples

Phrase	*Kon* + Interrogative Phrase
Importante gid nga mabal-an *It is very important to know*	**kon paano** makilala ang presensya sang Espiritu. ***how** to know the presence of the Spirit.*
Wala kabalo ang mga tawo *The people don't know*	**kon diin** ang kamatuoran. ***where** the truth is.*
Ang Ikaduha nga Pagkari amo ang tion *The Second Coming is the time*	**kon san-o** magabalik si Jesucristo. ***when** Jesus Christ will return.*
Gusto nila nga mabal-an *They want to know*	**kon ngaa** dapat sila magpabunyag. ***why** they should be baptized.*
Nagpangamuyo siya agud mabal-an *He prayed in order to know*	**kon ano** ang kamatuoran. ***what** is truth.*
Kabalo ka bala *Do you know*	**kon san-o** ang party? ***when** the party will be?*
Wala siya kabalo *He/She doesn't know*	**kon sin-o** ang buhi nga propeta subong. ***who** the living prophet is.*
Gusto ni Bishop nga mabal-an *Bishop wants to know*	**kon kamusta** na kamo. ***how** you (plural) are now.*
Palihog, buligan mo kami nga mabal-an *Please, help us to know*	**kon ano** ang dapat namon himuon. ***what** we should do.*

Bisan, Man

Using ***bisan*** or ***man*** with interrogatives changes their meaning. These words can be coupled with any interrogative words except for *ngaa* and *kamusta*.

Bisan (sometimes pronounced ***biskan*** in local variations) is placed directly before an interrogative word

- **BISAN** + INTERROGATIVE
    - ***Bisan*** + *san-o* (meaning "anytime" or "whenever")
    - ***Bisan*** + *diin* (meaning "anywhere" or "wherever")

By itself, *bisan* translates to "even" or "even though." But when coupled with an interrogative, it is a "questions killer" in the sense that it changes the meaning of the interrogative to no longer imply a question being asked.

Man is placed directly after an interrogative word

- (*KON*) + INTERROGATIVE + ***MAN***
    - *KON* + *ANO* + ***MAN*** (meaning "anything" or "whatever")
    - *KON* + *SIN-O* + ***MAN*** (meaning "anyone" or "whoever")

When using **man**, the question killer *kon* can still be used before the interrogative for additional clarification that a question isn't being asked, however, in conversational speaking this is frequently dropped.

Examples

Interrogative	*Bisan*	*Man*	Together	Meaning
Ano	Bisan ano	Ano man	Bisan ano man	Whatever, anything, whatsoever, no matter what
Sin-o	Bisan sin-o	Sin-o man	Bisan sin-o man	Whoever, anyone, anybody, whosoever, no matter who
Diin	Bisan diin	Diin man	Bisan diin man	Wherever, anywhere, everywhere, somewhere, either, no matter where
San-o	Bisan san-o	San-o man	Bisan san-o man	Whenever, anytime, ever, no matter when
Paano	Bisan paano	N/A	N/A	Somehow, some way, however, no matter how
Pila (price or quantity)	Bisan pila	N/A	N/A	However many, no matter how many, whatever the price, however expensive

Examples

Ang Libro ni Mormon amo ang labing husto sa **ano man** nga libro sa duta. (Introduction) *The Book of Mormon was the most correct of **any** book on earth.*	Indi kamo maghimo sa inyo kaugalingon sang **bisan ano** nga larawan nga tinigban. (Mosiah 12:36) *Thou shalt not make unto thee **any** graven image.*
Wala sing **bisan sin-o** nga nakahibalo sang mga ini luwas sa Dios mismo. (Alma 40:3) ***No one** knoweth them save God Himself.*	**Kon sin-o man** ang mabunyagan pagabunyagan tuhoy sa paghinulsol. (Mosiah 26:22) ***Whosoever** is baptized shall be baptized unto repentance.*
Kag naglakat sila **bisan diin** sila gintuytuyan sang Espiritu sang Ginuo. (Alma 21:16) *And they went forth **withersoever** they were led by the Spirit of the Lord.*	Ang mga Lamanhon indi makaisol sa **diin man** nga alagyan. (Helaman 1:31) *The Lamanites could not retreat **either** way.*
Bisan san-o wala pa gid ako makapaagay sang dugo sang tawo. (1 Nephi 4:10) *Never at **any time** have I shed the blood of man.*	Kinahanglan ko ang Espiritu nga magupod sa akon sa **bisan ano** nga kinahanglan ko himuon. *I need the Spirit to be with me in **whatever** I need to do.*
Bisan paano, makalabot sila sa simbahan. *They will be able to reach the church in **some way**.*	**Bisan paano** mo ini lutuon, namit gihapon ini. ***No matter how** you cook it, it is still delicious.*

Activities

Personal

Speaking

A. Think about one of the lessons that you will be teaching today. Brainstorm all of the questions that you think may be asked in that lesson by the person whom you are teaching. For example, if you are teaching about the Restoration of the Gospel, some questions might be, "Who wrote the scriptures?" "What is the priesthood?" "How do you know that is true?" Practice asking yourself those questions out loud and responding to them. Craft your responses to be simple and concise.

Listening

B. Sometimes you may encounter an investigator with so many questions that it may be difficult to answer all of them in a single visit. Practice listening during your lessons for questions which you feel are important to be answered and write them in your notebook or planner. During your next study session, fully answer each of the questions asked by your investigators so that you can give them a well-developed answer the next time you meet. Practice these questions and their answers with your companion so that you can be prepared for when they arise in the future.

Reading

C. Read from chapter 5 of *Preach My Gospel* under the section called "The Book of Mormon Answers Questions of the Soul." Write down a question that you would like answered and think of some other questions of the soul that people might have. Search the scriptures for answers to these questions and write some of these down in your study notebook or journal.

D. Turn to Alma 18:14–35, what questions did Ammon and King Lamoni ask? How did these questions affect King Lamoni? How can you use questions in your teaching to help your investigators feel the Spirit and know for themselves the truthfulness of the restored gospel?

Writing

E. Translate the following sentences. Check your answers. Translations may vary.

1. We can pray anytime and anywhere.
2. When were you (singular) baptized?
3. Where are you (plural) going?
4. Where are you (singular) from?
5. I am from Ilo-Ilo.
6. How did they keep their covenants with God?
7. Where do you (singular) go to church?
8. Which church is true?
9. What did Jesus Christ say to Joseph?
10. How much does a Bible cost?
11. I do not know why I am here.
12. Why should we (inclusive) pray always?
13. How did Joseph translate the Book of Mormon?
14. How old are you (singular)?
15. Who is the prophet today?

F. On a separate sheet of paper, write the interrogative for each sentence. Make sure it agrees with the translated sentence below it. Check your answers after you finish.

Example

___ 'na? **What** is that?	**Ano**
___ kita maluwas? **How** will we (inclusive) be saved?	**Paano**

1. ___ ang ngalan sang utod mo?
   What is your (singular) sibling's name?
2. ___ ang plete?
   How much is the fare?
3. ___ ka?
   Where are you (singular) **from**?
4. ___ ang birthday mo?
   When is your (singular) birthday?
5. ___ ang nakapula?
   Who is the one wearing red?
6. ___ nga himuon mo, makabalik ka gihapon sa Diyos paagi sa paghinulsol.
   Whatever you do, you (inclusive) can still return to God through repentance.
7. ___ kita magkadto?
   Where are we (inclusive) going?
8. ___ masubo ako?
   Why am I sad?
9. ___ magbalik si Jesucristo?
   When will Jesus Christ return?
10. ___ ako makakilala sa Diyos?
    How will I be able to know God?
11. ___ ginlubong ni Moroni ang mga lamina?
    Where did Moroni bury the plates?
12. ___ ginadilian ang tsaa?
    Why is tea forbidden?

Companion

Speaking

G. Read, study, ponder, and discuss with your companion the section in *Preach My Gospel* on asking questions (pages 183–184). Using the principles in this section, prayerfully brainstorm and write down three to five questions using interrogatives for specific individuals or families you are currently teaching. These questions should help you better understand the needs of those are teaching. Practice saying the questions aloud to your companion until you are confident using them in real teaching situations.

H. Prior to using the questions you prepared in Activity G, read, study, ponder, and discuss with your companion the section in *Preach My Gospel* on listening (pg. 185–186). Have your companion play the part of the investigator(s) for whom you prepared the questions and practice asking them. Incorporate the things you learned from the section you studied as you listen carefully to your companion's responses to your questions. Use his or her responses to determine a "truth of the gospel about which you can bear testimony and about which you can then offer more . . ." Set a goal to use your questions in the next lesson you teach to the investigators for whom you prepared them.

Listening

I. With your companion, take turns asking and answering questions about one of the subjects below. Continue until you have both asked and answered at least 10 questions.

1. Your area, investigators, and members (perhaps during a planning session)
2. Characters in the scriptures
3. Each other's families
4. Each other's current challenges/concerns

J. Ask your companion to think of a concern that an investigator could have, but not to share with you what that concern is. Using interrogatives as much as possible, practice asking questions to help identify the concern. When you feel like you have found the concern, ask your companion if you were correct. Switch roles and repeat the exercise.

Reading

K. Determine which of your current investigators believes about God. Study the following scripture passages in the Hiligaynon Book of Mormon that give examples of Ammon and Aaron teaching people who didn't have a Christian background. Underline some of the questions they asked in the verses. Note how question words are sometimes used without asking an actual question. Discuss some ways with your companion that you can help others better understand the nature of God. Practice asking some of the questions you come up with.

1. Alma 18:24-35
2. Alma 22:4-23

Writing

L. On a separate sheet of paper, write one to three questions about each of the following scriptures that determine an investigator's understanding of the scripture and the principles it teaches. Practice teaching using these scriptures and asking the questions you prepared to your companion as if he or she were an investigator. Have your companion respond as if he or she were an investigator. After practicing, evaluate the effectiveness of the questions and make any adjustments needed to make them more effective. Use this same strategy with scriptures you plan on using in your lessons today.

1. Introduction of the Book of Mormon
2. Mosiah 4:30
3. 2 Nephi 2
4. 2 Nephi 3
5. Alma 36

Group

Speaking

M. Scenario: Brother Dalisay came up to you while you were on the street to ask about your church. You couldn't teach him immediately because it was late and you had to get home for curfew, but you invited him to come to church with you on Sunday. You saw him at church and set up a meeting to teach him for the first time. At the appointment with Brother Dalisay, ask him about his experience at church and find out a little bit more about him before you begin teaching. Use mainly grammar from this section and any other vocabulary that you already know.

N. Leni Parcon, an investigator you have been teaching for a few months, finally came to church last Sunday. You discovered at church that she has also started reading the Book of Mormon. Follow up with Sister Parcon to see how she felt about church and about what she read and felt about her reading.

Listening

O. Have each person take turns being a member or investigator, and let each companionship take turns asking him or her for a referral. Be sure to find out as many important details about the referral as you can by using the interrogatives from this chapter and any other types of questions that you may already know.

P. Invite the missionaries to demonstrate how they would contact a referral and to demonstrate some appropriate questions they might ask when meeting a referral for the first time. Listen for interrogatives from this chapter and stop for corrections when needed.

Reading

Q. Read through the key points of the Great Apostasy on page 36 of *Preach My Gospel* in English. If available, read the key points in the Hiligaynon translation of this chapter as well. After reading through the key points listed, brainstorm questions you could ask to get people thinking about the ideas of apostasy and restoration. Practice teaching some of the things you discuss. Refer to the section in *Preach My Gospel* on asking questions to make sure that your questions are appropriate, constructive and helpful (183–184).

Writing

R. For each of the following hypothetical situations, think of a specific investigator, recent convert, or less active that you are teaching who is dealing with one of the specific concerns below. On a separate sheet of paper, write down one to two questions that would help you to better understand the reason behind each concern. Have your companion play the role of the specific investigator, recent convert, or less active that you have in mind. Demonstrate teaching in front of the group and incorporate into your teaching the questions that you previously wrote down. While teaching, keep an open mind and heart to receiving revelation of more inspired questions that you can use in your teaching. Be open to feedback from the group. Focus on how the questions that you asked were helpful to better understand the individual and their specific concern. Repeat the demonstration and evaluation section of the activity with each companionship.

Review: Actions and Events

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking About and Describing Actions and Events

- VAOL Sentence Structure
- Focus
- Indicative Actor Focus: Mag-
- Indicative Object Focus: I- and –on
- Indicative Location Focus: -an
- Nominalization
- Interrogatives

Activities

Personal



Speaking

A. Reflect on your morning routine, use as many verbs as you can to describe out loud what you do to get ready for the day.



Listening

B. Ask your companion or native speaker to teach you the steps to creating one of his or her favorite Filipino dishes. Be sure to listen carefully for the different action words he or she use, especially tenses and focuses. Also ask for clarification on the meaning of any unfamiliar nouns and verbs you learn through his or her explanation.



Reading

C. Read aloud Mosiah 14:3–5. Compare the verses in your native language to the verses in Hiligaynon paying careful attention to the different use and form of verbs and nouns.

D. Read aloud the following passage from President Boyd K. Packer's last general conference talk. Focus on pronunciation during this activity, not necessarily on whether or not you understand it. Read it several times until it flows naturally and fluidly. Ask others for feedback on your pronunciation. Identify three pronunciation errors and make plans to study these in your next language study.

Any words conjugated in indicative (actor, object, or location/receiver) focus are bolded below. Note that for the purpose of this activity, even words that are used as nouns are bolded. Evaluate the difference between the bolded words and why certain focuses are used over others.

*"Ako **nagapamatuod** nga si Jesus amo ang Cristo, ang anak sang buhi nga Diyos. Siya **nagatindog** sa ulohan sang Iya Simbahan. Paagi sa Iya Pagpasag-uli kag sa gahum sang priesthood, ang mga panimalay nga **nagsugod** sa mamalatyon nga kabuhi makaupdanay sa walay katapusan nga mga kinabuhi. Ang Pagpasag-uli, nga makatubos sa tagsa sa aton, indi **nagabilin** sang pinalian. Ina **nagakahulugan** nga bisan ano pa ang aton **ginhimo** ukon sa diin man kita **naghalin** ukon ano man ang natabo, kon kita matuod-tuod nga **nagahinulsol**, Siya **nagapanaad** nga kita Iya **tubuson**. Kag kon Siya **nagatubos**, amó gid ina. Madamo sa aton ang indi mapahamtang, katulad kon kita **nagabatyag** sang kabalasulan, kag daw indi makahibalo kon paano naton matadlong ining kahimtangan. Mapaayo naton ini paagi sa pagbaton sang Pagpasag-uli ni Cristo, kag mabatyagan naton nga ang tanan nga sakit sang tagipususon magmangin matahum kag magmangin paghigugma kag magmangin walay katapusan nga kabuhi.*

*"Ako **nagapasalamat** sing daku sa mga bugay ni Ginuong JesuCristo, sa gahum sang pagpanganak, sa gahum sang pagtubos, sa Pagpasag-uli—sa Pagpasag-uli nga **nagatinlo** sa tagsa ka musing bisan daw ano ini kabudlay, ukon daw ano kadugay ukon makapila ginliwat-liwat. Ang Pagpasag-uli liwat nga makahilway sa inyo nga matinlo kag takos nga **magpadayon**, nga **magpadulong** sa dalan nga inyo **ginpili** diri sini nga kinabuhi.*

*"Ako **nagapamatuod** nga ang Diyos buhi, nga si Jesus amó ang Cristo, nga ang Pagpasag-uli indi para sa kabilogan sang Simbahan. Ang Pagpasag-uli para sa isa ka indibidwal, kag kon may **nagatublag** sa inyo—nga madugay na gid kaayo kag gani daw indi na ninyo ini madumduman—**gamita** ninyo ang Pagpsag-uli. Ini **magatinlo** sini, kag kamo, kag Siya man, indi na **magdumdom** sang inyo mga salâ. Sa ngalan ni JesuCristo, amen" (Boyd K. Packer, "Ang Plano sang Kalipayan," Pangkabilugan nga Komperensya , Abril 2015).*

*"I **bear witness** that Jesus is the Christ and the Son of the living God. He **stands** at the head of the Church. Through His Atonement and the power of the priesthood, families which are **begun** in mortality can be together through the eternities. The Atonement, which can reclaim each one of us, **bears** no scars. That **means** that no matter what we **have done** or where we **have been** or how something happened, if we truly **repent**, He **has promised** that He would **atone**. And when He **atoned**, that settled that. There are so many of us who are thrashing around, as it were, with **feelings** of guilt, not knowing quite how to escape. You escape by accepting the Atonement of Christ, and all that was heartache can turn to beauty and love and eternity.*

*"I am so **grateful** for the blessings of the Lord Jesus Christ, for the power of procreation, for the power of redemption, for the Atonement—the Atonement which can **wash clean** every stain no matter how difficult or how long or how many times repeated. The Atonement can put you free again to **move forward**, cleanly and worthily, to pursue that path that you **have chosen** in life.*

*"I **bear witness** that God lives, that Jesus is the Christ, that the Atonement is not a general thing that is for the whole Church. The Atonement is individual, and if you have something that is **bothering** you—sometimes so long ago you can hardly remember it—**put** the Atonement **to work**. It **will clean** it up, and you, as does He, **will remember** your sins no more. In the name of Jesus Christ, amen" (Boyd K. Packer, "The Plan of Happiness," Ensign, May 2015).*

Writing

E. On a separate sheet of paper, translate the following sentences into Hiligaynon two to three times: one actor focus, one object focus, or one location/receiver focus. Not every sentence can be conjugated into object focus or location/receiver focus. Use the parenthesis to know which focuses are acceptable, and then translate the sentence into those focuses. Check your answers.

1. We (exclusive) taught Ralph the Word of Wisdom yesterday. (actor, object, location/receiver)
2. Are you (singular) going to write your mother? (actor, location/receiver)
3. John gave Joseph the Aaronic Priesthood. (actor, object, location/receiver)
4. Are you still avoiding alcohol and cigarettes? (actor, location/receiver)
5. Lisa told us (exclusive) that Jerry is mad. (actor, object, location/receiver)
6. We gave them a pamphlet. (actor, object, location/receiver)
7. Adam and Eve ate the forbidden fruit. (actor, object)
8. Did you read the Book of Mormon? (actor, object)

F. Write a definition and explanation for repentance using a combination of verbs, passive and active voice, and nominalization. Make your definition simple enough that a young child could understand what repentance is and how to do it. Use this definition in one of your upcoming lessons.

Companion

Speaking

G. Pick a grammar principle from the beginning of this review that you want to become even more proficient in. Choose a principle, lesson, or task that you will be teaching soon. Create a lesson plan centered on teaching the gospel principle that you have chosen. Make sure to create sentences that use the grammar principle you are working on. Practice your sentences with your companion and set goals to share them with your investigators. For example:

Grammar Principle	Gospel Principle/Task	Sentences
Nominalization	Kingdoms of Glory Lesson 2 Principle 8	Ang kada isa sa aton makabaton sang **padya**. *Each one of us will receive a **reward**.*
		Kaupod nila ang **mga matarong**. ***The righteous** are their **companions**.*
	Pray to Know the Truth through the Holy Ghost Lesson 1 Principle 8	Kon magpamangkot ka sa Diyos, mabal-an mo ang **kamatuoran**. *If you ask God, you will know the **truth**.*
		Paagi sa Espiritu, makabatyag ka sang **katawhay**. *Through the Spirit, you can feel **peace**.*

H. Have your companion play the role of a new investigator. Using the principles learned in this section, practice telling him or her how you have been blessed by following a certain principle of the gospel. Then promise him or her blessings using the present and future tense. Get feedback on your use of tenses.

Listening

I. Get to know members in the ward by asking them what they do for a living. Pay attention to the verbs they use to describe their usual work activities and see if their professions have a specific title. Consider how the member could benefit a certain investigator, recent convert, or less-active member in your area because of their background.

J. Ask members that are converts to the Church how they met or were introduced to the missionaries while paying close attention to the use of verbs. Also pay close attention to the different ways previous missionaries contacted and taught these members and make a goal to try out one of these contacting methods.

Reading

K. Read "The Living Christ: The Testimony of the Apostles" in Hiligaynon. Take turns with your companion reading a sentence each. Discuss how your testimony of Jesus Christ has impacted your life using verbs in both an active and passive voice. Use this testimony of Christ along with your own to teach your investigators.

Writing

L. Write down a list of instructions for one of your investigators who is about to be baptized. Include a clear and basic overview of the baptismal service, what they should expect to happen, what they need to do, and a list of things they should bring in order to be prepared for the baptism. Use the indicative verb conjugations from this section and any nouns you have learned to complete this activity.

Group

Speaking

M. Play a game of charades with your district, focus on verbs that you can act out. For a guess to be counted as correct, the verb must be correctly conjugated and in a complete statement. For example, if the action is teaching, don't simply say "tudlo" but rather "Nagatudlo ka." or "Nagatudlo ka sang lesson." The person who guesses the thing being acted out correctly gets to go next.

N. During a district meeting let each missionary report on at least one of their lessons with an investigator from the previous week. Be as detailed as possible in explaining place and setting, the things the missionaries did, the things the investigators did, and what the missionaries are thinking about doing in the future as they continue teaching. Make sure that correct tenses are used for all of the verbs and politely correct each other's grammar when necessary.

Listening

O. Practice teaching each other about Jesus Christ as if you were teaching someone with little to no understanding about the Savior's role in our lives. Be sure to use past tense when describing things He did during His mortal ministry and present and future tenses for describing how He is continuing His work and will yet do many important things.

P. Print out copies of "The Living Christ: The Testimony of the Apostles" in Hiligaynon to hand out. Plan a Family Home Evening Lesson centered on Jesus Christ. Discuss some of the things that Christ did for mankind. Pay attention to the use of verbs, passive and active voice, and nominalization. Try to use each of them and point them out as you hear native speakers use them. Share your testimony about Jesus Christ, then invite everyone else to share their testimonies about Jesus Christ.

Reading

Q. Read 1 Nephi 4:1–18 in Hiligaynon. Choose a narrator to read these verses out loud, and the rest of the group has to listen and act out the scene that is being described. You may also choose to try this activity with another scripture story.

Writing

R. Create your own version of Hiligaynon Mad Libs with your companion, filling in the blanks with nouns, verbs (specify focuses and tenses), and adjectives with your companion to tell a story. Then share your stories as a group. Write down any new words that you hear and find ways to begin using them.

Asking About and Expressing Desire, Need, Preference, Ability, Intention, or Purpose

Purpose

This function will help you talk about what we need or want to do; for example, what we need to repent of, or what God wants for us. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- Because of the Atonement, we **can return** to God with our families. (*Maka-* verbs)
- He **saw** God. (*Ma-* verbs)
- You **can feel** peace through the Spirit. (*Ma- -an* verbs)
- I **want** to stop drinking. (Pseudo Verbs)
- Families can **be together** forever. (Participational and Interactive Verbs)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- "God Is Our Loving Father in Heaven" (What does God want for us? How do we counsel with Him?)
- "Heavenly Father Reveals His Gospel in Every Dispensation" (Why did God call prophets? Why do we need them? Why do apostasies occur?)
- "The Restoration of the Gospel of Jesus Christ through Joseph Smith" (What did Joseph Smith want to know?)
- "The Book of Mormon: Another Testament of Jesus Christ" (What can we learn from the Book of Mormon? For what purpose was it written?)
- "Pre-Earth Life: God's Purpose and Plan for Us" (What is God's purpose and plan for us?)
- "The Atonement" (Why did Christ perform the Atonement? Why do we need it?)
- "Repentance" (What do we need to do in order to repent? Why do we repent?)
- "Baptism, Our First Covenant" (Why do we need to be baptized?)
- "Obedience" (Why does God want us to obey? What happens when we obey?)
- "Pray Often" (What should we pray for? How do we express our needs and desires? How do we pray?)
- "Study the Scriptures" (What are the scriptures for? Why do we need to study them?)
- "Priesthood and Auxiliaries" (What can be done with the priesthood? What are the auxiliaries for?)
- "Missionary Work" (Why should we desire to do missionary work as members?)
- "Temple and Family History" (Why do we need temples? How can we get involved in family history work?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- "Extend Commitment Invitations" (Why does God give us commandments? How can I show encouragement and support?)
- "Obtain Referrals" (Why should we share the gospel with friends? How can we begin to talk about the gospel? How do we increase our desire to share the gospel?)
- "Offer a Prayer" (How do I ask Heavenly Father for the things that I need? How do I express the desires of my heart?)

Abilitative Actor Focus Verbs: *Maka-*

Examples

We **can return** to God by . . .	**Makabalik** kita sa Diyos paagi sa . . .
While they were in the Garden of Eden, they **could**n't **have children**.	Samtang ara sila sa Hardin sang Eden, indi sila **maka-anak**.
How did repentance **affect** . . .	Paano **naka-apekto** ang paghinulsol sa . . .
I **have felt** that same feeling before.	**Nakabatyag** man ako sang amo man nga balatyagon.

Explanation

Maka- is the abilitative form of ***mag-*** verbs. The subject or focus of these verbs is the actor, just like when using ***mag-***. Abilitative verbs most frequently express the ability or capability of accomplishing the verb. These verbs may also occasionally express things that just happen, whether by coincidence, accident, or chance.

Examples

Indicative ***Mag-***	**Abilitative** ***Maka-***
Magkadto kita sa merkado. *We **will go** to the market.* *(will go)*	**Makakadto** kita sa merkado. *We **will be able to go** to the market.* *(able to go)*
Nagalikaw pa ako sa akon mga bisyo. *I am still **avoiding** my vices.* *(deliberately avoiding vices)*	**Nakalikaw** ako sa akon mga bisyo. *I **was able to avoid** my vices.* *(able to avoid vices)*
Naglubad siya sang mga lamina. *He **translated** the plates.* *(deliberately translated)*	**Nakalubad** siya sang mga lamina. *He **was able to translate** the plates.* *(able to translate)*
Nag-inom siya. *He/she **drank**.* *(deliberately drank)*	**Nakainom** lang siya. *He/she **drank**. (He/she is **drunk**.)* *(happened to drink)*

Maka- Verbs

This conjugation creates actor focus verbs that imply an ability to do the verb root.

Form

Maka- verbs may be conjugated as either a contemplated action (future tense), or a completed action (past tense). Many abilitative verbs do not have any present tense. Differentiating between a past and present tense brings with it a high level of ambiguity. As a result of the ambiguous nature of the ***naka-*** conjugation, it can be described simply as any action that has been initiated or completed. Whether that is past or present can best be determined on a case by case basis depending on context. The ***maka-*** conjugation retains the traditional sense of a future tense, or an action that is yet to be completed.

Completed/Past Action	**Contemplated/Future Action/Infinitive**
Naka-	*Maka-*

Examples

Root	Completed/Past Action	Contemplated/Future Action
Baton	nakabaton *was able to receive*	makabaton *will be able to receive*
Kadto	nakakadto *was able to go*	makakadto *will be able to go*
Tudlo	nakatudlo *was able to teach*	makatudlo *will be able to teach*

Usage

Maka- verbs follow the following sentence pattern:

- ***MAKA-*** VERB ROOT + ACTOR (*ANG*) + OBJECT (*SANG*) + LOCATION/RECEIVER (*SA*)

Examples

Nakabaton ka na bala sang sabat sa imo nga pangamuyo?
*Have you (singular) **been able to receive** an answer to your (singular) prayer?*

Nakalab-ot ang pamilya ni Lehi sa duta sang panaad.
*Lehi's family **was able to reach** the land of promise.*

Makabalik kita sa presensya sang Diyos paagi sa Pagbayad-sala ni Jesucristo.
*We (inclusive) **can return** to the presence of God through the Atonement of Jesus Christ.*

Makabulig ang pagbasa sang balaan nga mga kasulatan sa mga pamilya.
*Reading the scriptures **can help** families.*

Indi siya **makabasa**.
*She can't **read**. (unable to read)*

Abbreviation for *Maka-*

It is very common in Hiligaynon to drop the first syllable of ***maka-*** leaving only ***'ka-***. If you want to emphasize the tense of a sentence it is best to use the full ***maka-*** or ***naka-*** prefix. Do not confuse this with the prefix ***'ka-*** used for adjectives and nouns (see chapter 18 "Nominalization").

Examples

Nakahibalo ako nga matuod ang Simbahan. *I **came to know** that the Church is true.*	***'Kabalo** ako nga matuod ang Simbahan. *I (came to) **know** that the Church is true.*
Nakakaon ka na bala? *Have you (singular) **eaten** yet?*	**'Kakaon** ka na bala? *Have you (singular) **eaten** yet?*
Nakaintyende bala sila sang inyo gintudlo? *Were they **able to understand** what you (plural) taught?*	**'Kaintyende** bala sila sang inyo gintudlo? *Were they **able to understand** what you (plural) taught?*
Indi pa siya **makahambal** nga matuod nga propeta si Joseph Smith. *He/she is not **able to say** yet that Joseph Smith is a true prophet.*	Indi pa siya **'kahambal** nga matuod nga propeta si Joseph Smith. *He/she is not **able to say** yet that Joseph Smith is a true prophet.*

Note: This abbreviation (*'ka-*) applies to all *maka-/naka-* verbs. Use the full conjugation (*maka-/naka-*) when the tense of the verb is important to the sentence.

***Note**: The word *'kabalo* comes from the root word *hibalo* (Hibalo → Nakahibalo → ~~Na~~**ka**~~hi~~**balo**). *Hibalo* is almost always used with an abilitative conjugation as opposed to any other conjugation.

See the appendix for an explanation for abilitative actor focus verbs that entail "knowing."

Activities

Personal

Speaking

A. We have been given the gift of agency and are able to choose between good and evil. Wrong choices bring sorrow and can weaken our agency. Think of some things that you are able to do as a result of your obedience to the commandments of God that you would otherwise be unable to do. How would you share these experiences in Hiligaynon? As inspired, share some of these things as promised blessings with those you teach throughout the day.

Listening

B. When teaching an investigator struggling with an addiction draw on the strength of members you know who have been through similar situations. Talk with them about how they were able to overcome their addictions in order to be baptized. Invite them to join you during a lesson if appropriate. Listen carefully to what they say when they are sharing how they were able to stop the addictive behaviors. Write down any insights you receive from the members and consider how their experiences can help others in similar situations.

Reading

C. Read 2 Nephi 2. This chapter includes concepts such as agency and The Fall in connection with the plan of salvation. Read through the chapter and mark any use of actor focus abilitative verbs. What were Adam and Eve able to do in and out of the Garden? What doctrines are taught about the things we are able or unable to do as a result of their actions? Consider how you can teach these ideas in the missionary lessons and practice any of the *maka-* verbs you would like to begin using.

D. Read Alma 42:21. How is the word *makasala* used in this verse? *Sala*, meaning "to sin" is often conjugated with *maka-* or *naka-*. Think about why this would be and write down how you feel about using this word in this way.

Writing

E. On a separate sheet of paper, rewrite the following sentences using *maka-/naka-* verbs instead of the bolded verbs. Be sure to change the focus where necessary. Check your answers. Discuss the changes with a native speaker or your companion. How did the meaning of the sentence change?

1. **Nagkadto** sila sa America.
2. **Ginbaton** ko ang priesthood sang Diyos.
3. **Nagsulod** kami sa balay nila.
4. **Nakita** ni Lehi ang kahoy.
5. **Magkadto** ako sa templo sa Hulyo.
6. **Nabalan** ko ang kamatuoran.
7. Indi siya **magbulig** sa inyo.
8. Malipayon ako nga **nagmisyon** ako sa Pilipinas.
9. **Naghinulsol** siya sang tanan nga mga sala niya.
10. Kon magbayad ka sang ikapulo, **magkaon** ka kada adlaw.

F. On a separate sheet of paper, translate each sentence with *maka-/naka-* verbs. Check your answers.

1. He cannot speak.
2. We (inclusive) will be able to return to God.
3. Only Jesus Christ can save us (inclusive).
4. We (inclusive) will be able to eat later, Elder.
5. He was able to enter the temple.
6. She could repent of her sins.
7. We (inclusive) will reach the Promised Land.
8. He can't read.
9. You can see the hand of God in everything.
10. They can't walk to Church because it is far away.

Companion



Speaking

G. Scenario: On a Jeepney, you sit next to a friendly, inactive member. He quickly discloses his membership and, subsequently, his inactivity. While, he is open to having you visit with him, he is reluctant to return to church. Ask questions about his past experiences at church. Focus on the positive experiences he shares. Emphasize that he is still able to receive revelation if he attends his weekly church meetings. Explain that many other blessings are still available for him to receive if he chooses to return to activity.

H. It is important to frequently bear testimony of the things you and your companion teach. Choose a few principles from lessons you will be teaching soon and practice testifying to your companion about this principle as if you were testifying to an investigator. In your practice be sure to include what you know to be true for yourself, how you were able to come to know it, and how the investigator can also come to know it.



Listening

I. When extending commitments it is important to be specific, direct, and clear (*Preach My Gospel,* 197). Practice extending commitments with your companion that you plan on extending to some of those you teach in your upcoming lessons. Ask your companion to say the commitments to you first using the verb "will you" with indicative actor focus *mag-* verbs (ex. *Himuon mo bala nga magsimba sa sini nga Dominggo?*). Then, ask your companion to say the same commitment again using abilitative actor focus *maka-* verbs (ex. *Makasimba ka bala sa sini nga Dominggo?*) (see the activities in chapter 15 for examples of commitments to use). Discuss with your companion which focus makes more sense to use and which will be seen as more direct and clear for the commitment you are extending. Ask a native speaker if you are unsure on which one would be better to use and why.

J. You will meet people throughout your mission that at times may struggle with commitments or give reasons why they were unable to follow through with the commitments that they have made. Discuss with your companion some common stumbling blocks or concerns people tell you about when they are unable to fully meet their commitments. Role-play these scenarios with one missionary taking the role of the person that for some reason didn't keep a commitment and the other taking the role of the missionary. Practice addressing the concerns presented, expressing how you feel about the commitment not being met, offering encouragement, promising blessings, and recommitting.

Reading

K. Look over the former investigator records in your area book and choose two individuals that you have not yet tried to teach. Read their records, and see which commitments they kept and which commitments they did not keep. Discuss as a companionship why these individuals may not have kept the commitments. Practice extending these commitments, or others that you feel they might need at this time. Make sure to focus on what you would say to help them overcome their concerns as well. If possible, try to contact these individuals and teach them focusing on the commitments that you have practiced.

Writing

L. Write letters to your families (in English) about your progress in the mission. Write about things you are able to do now that were difficult before. Include things that you may not yet be able to do, but are working on improving. Include your progress in speaking and understanding Hiligaynon and teaching. After writing these letters, practice translating them into Hiligaynon. Record parts in your journal that are especially meaningful to you. Share your translations with your companion and work together to make the translations as correct as possible. Send the letter (English and Hiligaynon) to your family.

Group

Speaking

M. Some investigators you will teach, especially in rural areas, may not know how to read. This can be a sensitive issue that you will need to be aware of and know how to work with. As a district, discuss ways that you can help someone who is unable to read to be able to gain a testimony of the Book of Mormon. Think of appropriate activities and commitments for this person. Using *maka-*, practice a scenario where you are teaching a person that cannot read. Begin by tactfully asking whether or not they are able to read Hiligaynon. Then share a short lesson and leave them with a commitment that they would be capable of doing to increase their faith in Christ and gain a testimony of the Book of Mormon, even though they cannot read.

N. Take a little time to get to know the missionaries in your district by having each missionary briefly introduce him or herself. Share any special ability or talent, or something interesting about yourself as part of your introduction. Examples: **Nakasaot** ako para sa dedikasyon sang isa ka templo. **Nakahibalo** ako nga mag-skateboard.

Listening

O. Scenario: The Tupas family has faithfully practiced Catholicism throughout their lives. The local Catholic Church is very close to their home and they enjoy worshipping there. However, they are curious about what they would experience during sacrament meeting with you. With your companion, explain to them what happens during sacrament meeting. Discuss what they can expect from attending church. Answer any question they have about observing the Sabbath day.

P. The bishop or branch president of the ward or branch that you serve has given you the name and address of a family that used to be very active in the church. You and your companion contact this family the next day and they are reluctant, but eventually allow you into their home. Politely strive to understand why they stopped coming to church. You might even ask if any leader or member did anything to offend them. Listen carefully as they explain the process of their inactivity and tailor your message to their specific situation and story. Genuinely testify and promise them blessings on how they will be able to receive specific blessings that they need if they consistently and faithfully attend their church meetings. Consider briefly teaching and testifying about the importance of renewing baptismal covenants and the blessings that we will be able to receive through worthily partaking the sacrament each week. Extend the commitment to attend church as a family this upcoming Sunday and offer them help in achieving this goal.

Reading

Q. Read the section "Priesthood and Auxiliaries" from lesson 5 in chapter 3 of *Preach My Gospel*. Discuss as a group what the priesthood can and can't do, as well as what certain people can and can't do in their callings. For example, distinguish the differences of what the President of the Church can do and what your local bishop can do. Practice teaching this lesson to each other as if you were teaching an investigator or recent convert.

Writing

R. Create your own version of Mad Libs with your companion, fill in the blanks with nouns, verbs, and adjectives with your companion to tell a story. Be sure to specify some of the verbs as *maka-* abilitative actor focus verbs. Then share your stories as a group. Write down any new words that you hear and find ways to begin using them.

Abilitative Object Focus Verbs: *Ma-*

Examples

In his strength I **can do** all things. (Alma 26:12)	Sa iya kusog, **mahimo** ko ang tanan nga mga butang.
Ye **cannot be saved** in your sins. (Alma 11:37)	Indi kamo **maluwas** sa inyo mga sala.
The sting of death is **swallowed up** in Christ. (Mosiah 16:8)	Ang sudlot sang kamatayon **nadaug** tungod kay Cristo.
Teancum did **slay** Morianton. (Alma 50:35)	**Napatay** ni Teancum si Morianton.

Explanation

Ma- is the abilitative form used for object focus. The subject or focus of these verbs is the object, just like for ***–on*** and ***i-***. Abilitative verbs most frequently express the ability or capability of accomplishing the verb. These verbs also express things that just happen, whether unintentionally, by coincidence, or by chance. These are not to be confused with adjective using the *ma-* conjugation.

Examples

Indicative ***I-, -on***	**Abilitative** ***Ma-***
Gindaug Niya ang kamatayon. *He **overcame** death.* *(statement of what was overcome)*	**Nadaug** niya ang kamatayon. *He **was able to overcome** death.* *(ability to overcome)*
Luwason kita sang Diyos. *God **will save** us.* *(statement that God will save)*	**Maluwas** kita sang Diyos. *God **can save** us.* *(ability to save)*
Indi ko **basahon** ang libro. *I **will not read** the book.* *(deliberately refusing to read)*	Indi ko **mabasa** ang libro. *I **can't read** the book.* *(ability to read)*
Ginpatay Siya. *He **was killed**.* *(deliberately killed/murdered)*	**Napatay** Siya. *He **died**.* *(happened to die)*
Ginbilin ko ang yabi sa balay. *I **left** the key at the house.* *(intentionally left)*	**Nabilin** ko ang yabi sa balay. *I **left** the key at the house.* *(unintentionally/accidentally left)*

Ma- Verbs

This conjugation creates object focus verbs that imply an ability to do the verb root.

Form

Ma- verbs may be conjugated as either a contemplated action (future tense) or a completed action (past tense). Many abilitative verbs do not have any present tense. Differentiating between a past and present tense brings with it a high level of ambiguity. As a result of the ambiguous nature of the ***na-*** conjugation, it can be described simply as any action that has been initiated or completed. Whether that is past or present can best be determined on a case by case basis depending on context. The ***ma-*** conjugation retains the traditional sense of a future tense, or an action that is yet to be completed.

Completed/Past Action	**Contemplated/Future Action/Infinitive**
Na-	*Ma-*

Examples

Root	Completed/Past Action	Contemplated/Future Action
Baton	nabaton *was able to receive*	mabaton *will receive/able to receive*
Banhaw	nabanhaw *was resurrected/was able to resurrect*	mabanhaw *will resurrect/able to be resurrected*
Talang	nahulog *did fall*	mahulog *will fall*

Note: Not all object focus verbs can be conjugated into the abilitative form using the *ma-* conjugation. These verbs will either not have an abilitative object form or will be conjugated with a separate abilitative object focus conjugation (see chapter 22, "*Ma- -an*"). As you are engaged with native speakers you will become more familiar with which verbs take on the *ma-* conjugation as opposed to the *ma- -an* conjugation. See the Appendix for the object/location focus abilitative forms of common root words.

Usage

Follow other grammar rules such as the "Second Position" rule found in chapter 26 about pronouns jumping to the second position of the sentence.
Ma- verbs follow the sentence pattern:

- ***MA-*** VERB ROOT + ACTOR (*SANG*) + OBJECT (*ANG*) + LOCATION/RECEIVER (*SA*)

Examples

Nabaton niya bala ang sulat halin sa iya nanay?
*Was he/she **able to receive** the letter from his/her mother?*

Nakita mo bala ang mga tsinelas ko?
*Have you (singular) **seen** (been able to see) my slippers?*

Maluwas kita***** sang Diyos.
*We (inclusive) **will be saved** by God.*
*God **will save** us (inclusive).*

Madala mo bala ang imo nga manggad upod sa imo pagkatapos sang kamatayon?
*Are you (singular) **able to bring** your (singular) riches with you (singular) after death?*

Halong da'! Basi **madagdag** ang lubi sa inyo.
*Be careful (there)! The coconut **could fall** on you (plural).*

***Note:** Although "we" may not intuitively consider people or pronouns as "objects," this is fairly common in usage throughout Hiligaynon. In this example, consider *kita* (we inclusive) to be the object of salvation.

Activities

Personal

Speaking

A. As a result of the Atonement of Jesus Christ there are many great blessings we all will receive. Think of the things that have happened or will happen as a result of the Atonement of Jesus Christ as it applies in the context of lesson 2 from *Preach My Gospel*. What are some of the major blessings we can receive? Write down a few of your thoughts and practice saying them in Hiligaynon with your companion or a native speaker. Use some of these ideas when you teach the plan of salvation.

Listening

B. A common source of confusion is the difference between indicative, abilitative, and unintentional verbs. Below are several different words that are similar because they share the same roots and similar sounding conjugations, but have very different meanings. Translate them on your own, and use each word in a complete sentence. Then ask a native speaker to review your sentences and explain the differences in meaning and usage for each word. Listen carefully to their explanations and any corrections they offer. Ask questions until it is clear. Do this activity with any other words where you have difficulty distinguishing the meaning of *ma-*/*na-* verbs from other similarly conjugated words.

1. Patyon/Magpatay and Mapatay
2. Himuon and Mahimo
3. Magluwas and Maluwas
4. Nagbilin and Nabilin
5. Nagsunog and Nasunog

Reading

C. Read 2 Nephi 27:17–20. These verses refer to the coming forth of the Book of Mormon and contain a few abilitative verbs, both actor and object focused. Mark the object focused verbs in these verses and notice the structure of these sentences. Check your answers. Consider how you could use these verses with those you teach about the Book of Mormon.

D. 2 Nephi 2:22–25 answers questions about the Fall of Adam and Eve as well as the purpose of life. These verses are also found in the missionary pamphlet "Ang Plano sang Kaluwasan." Read these verses and ponder on how they are personally relevant. Prayerfully consider how you could use these verses to help someone you are teaching.

Writing

E. On a separate sheet of paper, rewrite the following sentences using *ma-* object focus verbs instead of the bolded verbs. Be sure to change the focus of the rest of the sentence where necessary. Check your answers. Discuss the changes with a native speaker or your companion. How did the meaning of the sentence change?

1. **Ginbasa** ko ang artikulo sa Liahona.
2. **Ginsabat** ni Amulek ang mga pamangkot ni Zisrom.
3. **Nakakita** si Joseph Smith sang isa ka haligi sang kasanag.
4. **Ginpatay** ang mga propeta.
5. Wala kita sang **himuon**. (See chapter 18, "Nominalization")
6. Indi **makaluwas** ang Diyos sa imo sa imo mga sala.
7. **Magbaton** kita sang ginharian sang Diyos.
8. **Ginbilin** niya ang iya korbata sa balay.
9. **Nakakilala** ako sa iya.
10. **Gindula** ang kamatuoran.

F. On a separate sheet of paper, translate each sentence with *ma-*/*na-* verbs. Translations may vary. Check your answers.

1. I was able to receive an answer that the Church is true.
2. Adam and Eve fell.
3. Did you (singular) keep your promise/commitment?
4. Did you (plural) see Brother Palad at church?
5. We (inclusive) will all be resurrected.
6. I left the keys at home! (Unintentional Action)
7. Jesus Christ was born in Bethlehem.
8. Because of the Fall, we will all die.
9. Will the baptism be able to continue still?
10. The priesthood authority was lost.

Companion



Speaking

G. An active member of the ward passed away last week in a motorcycle accident. President Parreño, the stake president, has asked you and your companion to attend the funeral. At the funeral, you find that you are the concluding speaker. You are to give a short message about the plan of salvation. Share a brief and hopeful message about the plan of salvation as it pertains to death.

H. Scenario: It is All Saint's Day in the Philippines, and most families are in the cemeteries to remember or mourn their dead ancestors. Plan with your companion how you will find and contact families through delivering short and powerful messages about the Atonement of Jesus Christ, the plan of salvation, and resurrection. Use any scriptures or pamphlets you feel would be necessary, and bear testimony before offering to pray with the family.



Listening

I. When extending commitments it is important to be specific, direct, and clear (*Preach My Gospel,* 197). Practice extending commitments with your companion that you plan on extending to some of those you teach in your upcoming lessons. Ask your companion to say the commitments to you first using the verb "will you" with indicative object focus *I-* and *-on* verbs (e.g., *Himuon mo bala nga sundon mo ang Layi sang Kaputli?*) Then, ask your companion to say the same commitment again using abilitative object focus *ma-* verbs (e.g., *Masunod ka bala sang Layi sang Kaputli?*) (see chapter 16 activities for examples of commitments to use). Note sometimes the *ma-* conjugation will not work for a certain root. Discuss with your companion which words makes sense to use and which will be seen as more direct and clear for the commitment you are extending. Talk to a native speaker if you are unsure on which one would be better to use and why.

J. Prepare a lesson about conversion and the steps of conversion to teach a recent convert or less-active member. In this lesson, ask the member to share what commitments in the past helped them to progress the most and why. What commitments did they struggle with in particular? Use their feedback to improve your teaching with your current investigators.



Reading

K. Read the following scriptures in your Hiligaynon Book of Mormon, which contain a variety of actor, object, and location focus abilitative verbs. Specifically, identify sentences in which abilitative object focus verbs are used. Discuss with your companion why you think abilitative verbs were used in these verses.

1. 1 Nephi 1:6–15
2. 1 Nephi 10:17
3. 2 Nephi 4:16
4. Mosias 1:4

Writing

L. Write a letter to encourage one of your investigators or recent converts who may be struggling. Express your desire for them to do what is right, and help them to see how they are able to overcome any obstacles that they may be facing. Leave a commitment with them to keep striving to keep the commandments. Be sure to use abilitative object focus verbs occasionally throughout the letter.

Group

Speaking

M. It is common for investigators to struggle with understanding what they are reading in the Book of Mormon and with consistently reading the Book of Mormon. This can be a sensitive issue that you will need to be aware of, and work with on a case by case basis. As a district, discuss ways that you would help people who are struggling to understand the things that they read in the Book of Mormon. How can these people who do not understand what they are reading gain a testimony of the truthfulness of the Book of Mormon? Think of appropriate activities and commitments for these people. Using *ma-*, practice a scenario where a missionary companionship follows up on investigators' most recent reading assignment. Tactfully ask whether or not they understood what they read. If the investigators answered "yes" to reading in the Book of Mormon and understanding what they read, ask them to share something that they remember or learned from their reading. Add your testimony to theirs and help them seek for a deeper application and understanding of what they read. If they answered "no" to either reading the Book of Mormon or understanding what they read, read the specific verses or chapter from the Book of Mormon with them. Focus on their level of reading and understanding. Use *ma-* to testify of the ways that the Book of Mormon can bless our lives when we read it daily and apply its teachings.

N. Before practicing teaching, review the plan of salvation and specifically discuss certain blessings that are unconditional (i.e., physical resurrection) and conditional (i.e., exaltation). After discussing and understanding the doctrines, practice teaching lesson 2 to each other as if you were teaching an investigator.

Listening

O. While walking past the local college, a student, Mark Alvarez, introduces himself to you. As the conversation progresses, Mark confides in you that he feels alone and depressed. He has struggled to feel any self-worth. When he saw you and your companion, he felt like you two could help him. You feel prompted to give him a plan of salvation pamphlet and set up a time to visit with him. Give Mark a brief explanation of the plan of salvation and how it can help him before giving him the pamphlet. Set up a time to meet and leave him with a brief testimony.

P. Invite a potential missionary to attend one of your district meetings and to spend the day with you to get a feel for what life will be like as a missionary. During your meeting, practice teaching the plan of salvation. Invite the potential missionary to share what the plan of salvation means to them and then to demonstrate how they would teach a few of the sections from this lesson. Listen to the words they use, and consider what you could learn from their example.

Reading

Q. Divide up the commandments in lesson 4 of *Preach My Gospel* for each individual in the group to study a few different commandments. After everyone has finished reading their assigned commandments, discuss what we are enabled to do when we are obedient to each commandment. Also discuss what we need to be able to do to understand and follow each of the commandments from lesson 4. Use *ma-* object focus verbs whenever applicable.

Writing

R. Create your own version of Mad Libs with your companion. With your companion, fill in the blanks with nouns, verbs, and adjectives to tell a story. Be sure to specify some of the verbs as *ma-* abilitative object focus verbs. Then share your stories as a group. Write down any new words that you hear, and find ways to begin using them.

Ma- -an Verbs

Examples

I **(came to) know** this is true through . . .	**Nabal-an** ko nga matuod ini paagi sa . . .
I **learned** that the Lord blesses us when . . .	**Natun-an** ko nga ang Ginuo nagabugay sa aton kon . . .
Through Jesus Christ, we can **overcome** . . .	Paagi kay Jesucristo, **malampuwasan** naton ang . . .
To be **baptized** and **confirmed** we must live this law.	Agud **mabunyagan** kag **makompirmahan** dapat kita magtuman sini nga layi.

Explanation

Ma- -an verbs are often found in the abilitative form. These verbs are a composition of the ***ma-*** prefix and the ***–an*** suffix. Verbs conjugated into this format are unique from other verb conjugations because they can be used in either object or location focus rather than one focus exclusively. One of the ways to differentiate between object focus ***ma- -an*** verbs and location/receiver focus ***ma- -an*** verbs is by using the *ang*, *sang*, and *sa* noun markers in the sentence in relation to the verb. The subject/focus (*ang*) of ***ma- -an*** verbs can be the object, location, or receiver of the action of the sentence. Abilitative verbs express the ability or capability of accomplishing the verb. Aside from ability, the ***ma- -an*** conjugation can express things that just happen, whether by coincidence, accident, or chance. There is also a unique sentence structure that will be explained in this chapter that uses ***ma- -an*** without a non-focus (*sang*).

Ma- -an Verbs

In ***ma- -an*** verbs the object, location, or receiver is the focus or the thing that is being "verbed." These verbs generally imply ability, coincidence, accidental occurrence, or some form of chance as opposed to the indicative verbs which act more as definitive statements.

Ma- -an object focus verbs are abilitative in nature and are virtually the same in meaning as *ma-* object focus abilitative verbs. Similar to the concept of object focus future tense conjugations, where Hiligaynon roots either take the *i-* conjugation or the *–on* conjugation (not both), Hiligaynon verbs either take the *ma- -an* abilitative object focus conjugation or the *ma-* abilitative object focus conjugation. They cannot take both. This can be confusing, because a *ma-* object focus verb (which cannot be a *ma- -an* object focus verb) can still be found in the *ma- -an* form but in location/receiver focus. The difference between object focus and location/receiver focus *ma- -an* verbs is the use of *ang, sang,* and *sa* noun markers. This concept can be complex and challenging. The best way to know which verbs take the *ma-* object focus abilitative conjugation, and which ones take the *ma- -an* object focus abilitative conjugation is through familiarity and memorization of the Hiligaynon root words that you hear conjugated/used these ways. Listen to native speakers and be patient with yourself as you master this concept. See chapter 21 "Abilitative Object Focus" to see examples of which verbs take the *ma-* conjugation instead of the *ma- -an* object focus conjugation.

Examples

Root	Indicative Object Focus (*-on, I-*)	Indicative Location Focus (*-an)*	Abilitative (*ma- -an*)
Intyendi	Intyendih**on** *to understand*	*	**Ma**intyendih**an** *to understand, able to understand*
Bunyag	*	Bunyag**an** *to baptize, to be baptized*	**Ma**bunyag**an** *to be baptized, to be able to be baptized*
Bulig	*	Bulig**an** *to help*	**Ma**bulig**an** *to be able to help someone*
Likaw	*	Likaw**an** *to avoid*	**Ma**likaw**an** *to happen to avoid, to be able to avoid*
Ihibalo*****	---	---	**Ma**hibalo-**an** *to know something, to be able to know something, to happen to know something*
Bukas	*	Buks**an** *to open*	**Ma**buks**an** *to be able to open, to happen to open*
Hukom	*	Hukm**an** *to judge*	**Ma**hukm**an** *to judge, to be able to judge*
Dumdum/Dumdom	Dumdum**on** *to remember*	*	**Ma**dumdum**an** *to be able to remember, to happen to remember*

*****_Ihibalo_ is almost always conjugated in an abilitative form (*nakahibalo/'kabalo* and *nahibal-an/nabal-an*).

Examples

Indicative Object or Location/Receiver Focus (*I-, -on, -an*)	Abilitative Object or Location/Receiver Focus (*ma- -an*)
Gindumdom nila ang mga ginhimo sang Diyos. *They **remembered** the things God did.* (*deliberately remembered or recalled*) Object Focus	**Nadumduman** nila ang mga ginhimo sang Diyos. *They were **able to remember** the things that God did.* (*able to remember or happened to remember*) Object Focus
Likawan ang mga . . . ***Avoid** . . .* (*admonish to deliberately avoid something*) Object Focus	Indi **malikawan** ang mga pagtilaw. *Trials can't be **avoided**.* (*not necessarily able to be avoided*) Object Focus
Indi naton sila **tudloan**. *We (inclusive) won't **teach** them.* (*choosing not to teach*) Location/Receiver Focus	Wala naton sila **matudloan**. *We (inclusive) are unable **to teach** them.* (*ability to teach*) Location/Receiver Focus
Ginbasyahan sila. *They **were splashed** (as with water).* (*intentionally splashed*) Location/Receiver Focus	**Nabasyahan** sila. *They **were splashed** (as with water).* (*happened to be splashed or accidentally splashed*) Location/Receiver Focus

Form

Follow the pattern shown in the table below when conjugating ***ma- -an*** verbs.

MA- -AN	**Past**	**Present**	**Future**	**Infinitive**
ROOT	NA + ROOT + AN	NA + ROOT + AN	MA + ROOT + AN	MA + ROOT + AN

Note: Present tense is very uncommon for abilitative ***ma- -an*** verbs and the distinction between present and past tense can be vague. Present tense ***ma- -an*** verbs will carry the meaning that the root has been completed and is currently in a state of being.

ROOT	Batyag *To feel*	Intyende***** *To understand*	Tuon***** *To study/learn*	Hatag *To give*	Kilala***** *To know (be familiar with someone)*
PAST/PRESENT	Nabatyagan	Naintyendehan	Natun-an	Nahatagan	Nakilal-an
FUTURE	Mabatyagan	Maintyendehan	Matun-an	Mahatagan	Makilal-an

Note**: These are some of the irregular verbs that don't follow the normal ***ma- -an conjugation rules.

Exceptions

The rule for conjugating Hiligaynon verb roots using *ma- -an* has a few exceptions. Keep in mind that these exceptions apply only to verbs that are incorrect when simply adding *ma- -an* to the verb root is not enough. These exceptions follow the same general irregularity patterns found in chapter 16 "Indicative Object Focus Verbs" and chapter 17 "Indicative Location/Receiver Verbs." Refer to these chapters for other examples and further explanations on why some of these irregularities may arise. Other irregularities than the ones included here in the *ma- -an* conjugation may exist. Listen to native speakers to learn which *ma- -an* verbs are irregular, and which ones are not.

Examples

Type of Irregular Verb Conjugation Exception	**Hiligaynon Root Word**	***Ma- -an* Conjugation**
Dropped Vowel	Limot *To forget*	**Malimtan**
"O"/"U"	Tabon *To cover up, bury under*	**Matabunan**
*Add an "H"	Saksi *To witness*	**Masaksihan**
"D"/"R"	Bayad *To pay*	**Mabayaran**

***Note:** In rare cases, *–nan* is used instead of *–han*.

Usage

Ma- -an verbs follow VAOL/R form.

- Object Focus
  - ***MA- -AN* VERB** + ACTOR (*SANG*) + OBJECT (*ANG*) + LOCATION/RECEIVER (*SA*)
- Location/Receiver Focus
  - ***MA- -AN* VERB** + ACTOR (*SANG*) + LOCATION/RECEIVER (*ANG*) + OBJECT (*SANG*) + ADDITIONAL *SA* PHRASE

Examples

Mabunyagan siya sa dason nga Sabado.
*He/She **will be baptized** next Saturday.*
Location/Receiver Focus

Naintyendehan bala ninyo ang amon nga ginhambal?
*Did you (plural) **understand** what we (exclusive) said?*
Object Focus

Agud **malikawan** naton ang malain, kinahanglan 'ta nga magpamati sa Balaan nga Espiritu.
*In order for us (inclusive) **to avoid** evil, we (inclusive) need to listen to the Holy Ghost.*
Object Focus

Nahatagan sila sing kusog agud nga magpadayon tubtob sa katapusan.
*They **were given** strength in order to endure to the end.*
Location/Receiver Focus

Ma- -an Without a Non-Focus (*Sang*)

When conjugated with *ma- -an*, a number of verbs take on an alternate sentence structure to convey a type of cause and effect. In this case, the "verb" is caused to come upon the "focus" of the sentence. This is caused as a result of the "location" of the sentence. In other words, the verb is happening to the *ang* because of the *sa*. Used in this sense, the location can be almost anything and is only referred to as a location because it is marked by the *sa* location noun marker. Also, these types of sentences don't have a non-focus (*sang*), only a focus (*ang*) and location (sa*).* This is not an exhaustive list.

Examples

Hiligaynon Root Word	***Ma- -an* Causative Verb (past/present tense)**
nami *nice/cool/wonderful/good*	na**nami**an *to like/enjoy*
namit *tasty/delicious (food)*	na**namit**an *to like the taste of (certain food)*
law-ay *ugly/distasteful/bad*	na**law-ay**an *to be disgusted by/dislike*
sakit *hurt/pain/sickness*	na**sakit**an *To be hurt by*
silaw *bright/shining/glaring*	na**silaw**an *to be blinded by (as if by light)*

Usage

Using *ma- -an* for cause and effect (in actor focus) is most often found in the past/present tense (*na- -an*) compared to the future tense (*ma- -an*). However, you may occasionally hear it used in the future tense (*ma- -an*). Unlike *ma- -an* in the abilitative form, this version of *ma- -an* (the causative form) can have a more distinguished present tense. Still, the tense must be discerned through the context of the sentence. Listen carefully for how native speakers use this type of verb (in actor focus). The basic pattern for the actor focus/ causative form of *ma- -an* is found below. It is unique in comparison to the abilitative object focus and abilitative location/receiver focus of *ma- -an*. Keep in mind that this form does not apply to all verbs.

- ***NA- -AN/MA- -AN* VERB** + ACTOR (ANG) + LOCATION (SA)

Examples

Nanamian gid ako sa pagkaon nga ginluto ni Sister Amor.
I really like/liked the food that Sister Amor cooked.

Nasilawan siya sa himaya sang Diyos.
He was blinded by the glory of God.

Nasakitan si Edelmera sa ginhimo sang iya bana.
Edelmera was/is hurt by what her husband did.

Nabudlayan ako sa Ilonggo.
I struggled/am struggling with Ilonggo.

Tani **manamitan** kamo sa akon adobo nga manok.
Hopefully you (plural) will like my chicken adobo.

Activities

Personal

Speaking

A. The verbs that deal with knowing, understanding, and feeling are almost always conjugated into an abilitative form. Write out your testimony using the abilitative forms of these words, and then practice saying your testimony aloud with your companion. Set a goal to share your testimony with everyone you teach throughout the day.

Listening

B. During fast and testimony meeting listen carefully to those who bear their testimonies. Pick out any *ma--an* verbs that you hear used in testifying. Think about how you can use what you learn to share your own testimony.

Reading

C. Read 1 Nephi 1:6-15. These scriptures recount Lehi's vision after his prayer about Jerusalem. Read through the passage and write down any *ma- -an* verbs you can find in any tense. Consider why the Hiligaynon translation of the Book of Mormon would use these types of verbs over some other type of verb.

D. Read 1 Nephi 8:10-12 and answer the following questions in Hiligaynon.

1. Ano ang natamdan ni Lehi?
2. Ano ang iya natilawan?
3. Ano ang nahibal-an niya?
4. Paano 'ni makabulig sa mga ginatudloan mo sa imo nga area?

Writing

E. On a separate sheet of paper, rewrite the following sentences using *ma- -an* verbs instead of the bolded words. Be sure to change the focus of the rest of the sentence where necessary. Check your answers. Discuss the changes with a native speaker or your companion. How did the meaning of the sentence change?

1. **Makabatyag** ka sang kalipay sa sulod sang templo.
2. **Nagbulig** sila sa iban nga mga tawo.
3. **Naghatag** siya sang bola sa bata.
4. **Gintudloan** nila si Sister Lumawag.
5. **Nakahibalo** ako sang kamatuoran.
6. **Nagtinlo** sila sa simbahan.
7. **Ginlikawan** niya ang iya mga bisyo.
8. Ano ang **pagkaintyende** mo sa imo ginbasa? (See chapter 18, Nominalization)
9. **Ginpilit** ako nga magpili.
10. **Ginbunyagan** siya ni Elder Lopez.

F. On a separate sheet of paper, translate each sentence with *ma- -an* verbs. Check your answers.

1. They were baptized in September.
2. I understood the verse in Hiligaynon.
3. She was hurt by what you said.
4. We (exclusive) struggled to help them.
5. We (exclusive) felt happiness at their baptism.
6. He remembered the words of his father.
7. You will come to know the truth through prayer.
8. I like/enjoy the Philippines.
9. Moroni taught Joseph Smith.
10. I heard a voice.

Companion

Speaking

G. Scenario: Edgar Bernales has successfully completed his baptismal interview and is enthusiastic about the upcoming baptismal service on the coming Saturday. He already knows that after the baptism, new converts are often given an opportunity to share their testimony as a part of the service. He says he wants to be able to bear his testimony at the baptismal service, but he is nervous and doesn't know how to bear a testimony. To ease his nerves and prepare him for the baptismal service, briefly teach Edgar what a testimony is and give a few examples of things someone might want to include in a testimony.

H. Imagine that you are teaching a man a lesson about the law of chastity, a commandment that he tells you he has been struggling with recently. Teach him how he can overcome this vice and be made clean. Explain to him the things that he must do in order to overcome this sin. Your companion will play the man first. Then switch after five minutes of practice teaching.

Listening

I. Invite a member to join you in a teaching visit and allow a time during the lesson for him or her to bear testimony of the things being taught. Pay attention to the member's testimony and the reactions of the people being taught. Consider how important it is to involve members in missionary work and the value of a testimony when teaching.

J. Scenario: You have been visiting the Dela Cruz family for a couple of weeks. They used to be very active in attending church, but now they rarely come. Their next door neighbors, the Policarpio family, happen to be very active members and close friends of the Dela Cruz family. They decide to hold a Family Home Evening and the Dela Cruz family agrees to attend with you and your companion. During the Family Home Evening, Brother and Sister Policarpio bear their testimonies to their children. Because of their inactivity, Brother and Sister Dela Cruz seem shy and mention that they can't bear their testimonies but wish they could. Ask them questions that help them consider how they originally came to know that the Church was true. Bear your testimony to them. Invite them to bear their own testimonies as well.



Reading

K. Make a combined list of *ma- -an* verbs that you could use to share your testimony, then write your testimonies out separately on a sheet of paper. Once you have both finished writing, exchange papers, and read each other's written testimonies. Explain to each other any corrections that should be made to correct grammar or to make the testimony more understandable.

Writing

L. Think of an investigator who is struggling to recognize answers to his or her prayers about the Book of Mormon. Write out your testimony. Include how you came to know that the Church was true and how you decided to join it. Use as many *ma- -an* verbs as you can. Look for opportunities to use these sentences in teaching this investigator.

Group



Speaking

M. Hazel has been reading, praying, and coming to church for a few weeks now. However, she hasn't prayed earnestly to know if the Book of Mormon is true. Because she doesn't have a solid testimony of the Restoration, she is still hesitant to commit to baptism. Explain how you came to know that the Church is true. Bear your testimony of the restoration. Help Hazel understand how she can also come to know that The Church of Jesus Christ of Latter-day Saints is Christ's true church on the earth today.

N. Ask the missionaries in the district to think of a specific experience that has strengthened their testimony, one that they would be willing to share with others. Invite the missionaries to write this experience on a piece of paper in Hiligaynon. Each missionary will trade papers with another missionary, identify what tense he or she used, and if it was used correctly. Allow each missionary to ask three follow-up questions about the other missionary's experience.



Listening

O. Ask the missionaries in the district to think of a question they have had answered through the scriptures, prayer, or church attendance. Break the district up into smaller teaching groups. Take turns letting one missionary play the part of an investigator with an important question, and the others as missionaries. Teach the investigator about prayer, scripture study, church attendance, or any combination of the three to either answer their question or help them answer their question on their own.

P. Scenario: All nine members of the Tolentino family were recently baptized. The last time you visited, they expressed their continual love for the gospel. They also shared some trials they are facing. You feel that establishing a habit of reading the scriptures, especially the Book of Mormon, will help strengthen their testimonies. Search the scriptures with them to find a verse or story that explains the importance of scriptures. Read a few select verses with them. Ask them questions about what they understood from the verses.

Reading

Q. Read Moroni 10:5. Discuss the importance of Spirit in conversion and in gaining a testimony. How could this verse apply to some of your current investigators?

Writing

R. Create your own version of Mad Libs with your companion, fill in the blanks with nouns, verbs, and adjectives with your companion to tell a story. Specify some of the verbs as *ma- -an* verbs. Then share your stories as a group. Write down any new words that you hear and find ways to begin using them.

Pseudo Verbs

Examples

We still **need** to fill out the area book.	**Kinahanglan** pa naton nga i-update ang area book.
May I speak with Brother Magno?	**Pwede** bala ako mag-istorya kay Brother Magno?
What **should** we do?	Ano ang **dapat** naton himuon?
Heavenly Father **wants** . . .	**Gusto** sang Amay nga Langitnon nga . . .

Explanation

Pseudo verbs are words that act as verbs, but are **usually** not conjugated like verbs are. Pseudo verbs are used to express preference, permission, possibility, and more. There are two types of pseudo verbs:

Type 1: The focus of the pseudo verb depends on the main verb in the sentence.
Type 2: The pseudo verb is independent of the main verb, and the actor is always a *sang* phrase (non-focus).

Type 1

With type 1 pseudo verbs, the focus/subject depends on the focus of the main/regular verb in the sentence.

Type 1 Pseudo Verbs		
pwede/puwede	**dapat**	**kinahanglan***
may, can, could, might (permission and possibility)	*must, should, ought to*	*need, must, should, ought to*

***Note 1:** For basic sentences, *kinahanglan*, is a type 2 pseudo verb. It's uses are explained in the chapter for type 2 pseudo verbs. *Kinahanglan* is included in this chapter as well because for more complex sentence structures, *kinahanglan* takes on the characteristics of type 1 pseudo verbs like *pwede* and *dapat*.

Note 2: *Pwede* is a "borrowed" Hiligaynon word from the Spanish language. Most "borrowed" words are not found in formal Hiligaynon writing such as *Ang Libro ni Mormon*. Therefore, *Ang Libro ni Mormon* uses the word *mahimo* instead of the word *pwede*. *Pwede*, however, is used much more commonly than *mahimo* in conversational Hiligaynon.

Structure

The following is the structure for sentences with type 1 pseudo verbs:

- **PSEUDO VERB** + VERB + ACTOR + OBJECT + LOCATION/RECEIVER
- **PSEUDO VERB** + PARTICLES AND PRONOUNS + VERB + OBJECT + LOCATION/RECEIVER

Examples

Pwede bala kami magsulod? ***May** we (exclusive) enter?*	**Dapat** kita magsunod sa laygay sang mga propeta. *We (inclusive) **should** follow the counsel of the prophets.*
Dapat magbuliganay ang mga tawo. *The people **should** help one another.*	**Pwede** bala naton bisitahan ang mga Santillan? ***Can** we (inclusive) visit the Santillans?*
Kinahanglan gid kita nga***** maghinulsol. *We (inclusive) really **need** to repent.*	**Kinahanglan** gid naton nga sundon ang Manluluwas. *We (inclusive) really **need** to follow the Savior.*

***Note 1**: Kinahanglan sentences use the linker *nga* in between the main verb and kinahanglan. In this situation, the pronouns and particles can come before the linker *nga*. If the pronouns and particles come after the linker, the meaning of the sentence is altered slightly. See chapter 34, "Conjunctions and Compound Sentences," for further explanation on *nga* and how it can change the meaning of a sentence. *Nga* is sometimes dropped for ease of pronunciation.

Note 2: *Dapat* may be used with verbs in the past tense. When used this way, *dapat* translates to *should have*. For example, "*Dapat nila gintudloan ang bilog nga pamilya." (They should have taught the whole family).* This construction is less common in Hiligaynon.

Type 2

With type 2 pseudo verbs, the actor is always the non-focus.

Pseudo Verb	Meaning
gusto	*like, want*
palangga	*love*
luyag	*like, want, desire*
ayaw	*dislike, do not want*
sarang	*can, could (ability, capability, competence)*
kaya (Tagalog)	*can, could (ability, capability, competence)*
kinahanglan	*need, must, should, ought to*

Note 1: *Palangga* is used to express sincere love for someone. This is not applicable to inanimate objects.

Note 2: *Luyag* is often synonymous with *gusto*, however, it can carry an additional meaning that suggests passion, desire, or lustful wanting. Distinctions between these two words, however, vary within Hiligaynon speaking regions, and both may be used to express attraction or desire. For this reason, be careful using either *gusto* and *luyag* when referring to people.

Note 3: *Gusto* is generally translated as "to want." It can be used to express liking or preference when used less specifically and more generally. Context will also play a major role in interpreting whether it means "to want" or simply "to like."

Structure with Nouns

The following is the structure for sentences with type 2 pseudo verbs with a noun phrase:

- **PSUEDO VERB** + *SANG* ACTOR + *ANG* OBJECT

When the object is specific, it is marked as an *ang* phrase.

Examples

Kinahanglan ko ang ebanghelyo ni Jesucristo sa kabuhi ko.
*I **need** the gospel of Jesus Christ in my life.*

Kaya mo ina!
*You **can** do it!*

Gusto niya ang libro nga ina.
*She **wants** that book.*

Ayaw niya ang dinuguan.
*He/She **dislikes** dinuguan.*

Palangga ko kamo.
*I **love** you all.*

Note: The *ang* marker is sometimes dropped for quicker speech. Dropping the *ang* marker, however, can sometimes change the meaning of a sentence, making it more broad or general. For example, if you said "*gusto mo bala ang tubig*," you are asking if someone wants "a water" or "the water." On the other hand, the sentence "*Gusto mo bala tubig?*" is asking if someone wants "water."

Structure with Verbs

The following is the structure for sentences with type 2 pseudo verbs with a verb phrase:

- • **PSEUDO VERB** + *SANG* ACTOR + *NGA* + VERB + OBJECT + LOCATION/RECEIVER

Examples

Gusto gid nila nga magbalik sa simbahan. *They really **want** to return to the church.*	**Kinahanglan** namon nga tawagon si President Villanueva. *We (exclusive) **need** to call President Villanueva.*
Gusto ko gid nga magpabunyag. *I really **want** to be baptized.*	**Gusto** mo bala nga magkaon sang isda karon? *Do you (singular) **want** to eat fish later today?*
Sarang niya bala nga magbasa? ***Can** he /she read?*	**Gusto** ni Bishop nga maghapit kita sa mga Alvarados. *Bishop **wants** us (inclusive) to drop by the Alvarados'.*
Kaya nila nga magbulig. *They are **able** to help.*	**Ayaw** ko nga mag-agi sa mga tubohan. *I **don't like** going through the sugar fields.*

Note 1: *Nga* is known as a "linker" in Hiligaynon. This is sometimes dropped for quicker speech or ease of pronunciation.

Note 2: When pseudo verbs are used as adjectives, their meanings change slightly. See this illustrated in the examples below.

Examples

Nouns	**Adjective**
sarang/kaya	**sarang/kaya**
can, could (ability, capability, competence)	*feasible, capable*
kinahanglan	**kinahanglan**
need, must, should, ought to	*necessary, needed, essential*
pwede	**pwede**
may, can, could, might (permission and possibility)	*allowed, possible*

Activities

Personal

Speaking

A. For each commandment found in lesson 4 from *Preach My Gospel*, practice saying what the commandment says we should and shouldn't do. Also, practice saying why we need the commandments if we want to receive certain blessings.

Listening

B. Review the sections "Adjust Your Teaching to Meet Needs" and "Listen" in chapter 10 of *Preach My Gospel*. Throughout the day, try to better understand your investigators, listening to when they express their personal interests, goals, wants, and needs. Note how they use the pseudo verbs when expressing these types of things.

Reading

C. Choose any one of the missionary pamphlets in Hiligaynon for this exercise. Read through the pamphlet once or twice marking any use of *kinahanglan*, *gusto/luyag*, *dapat*, *palangga*, or *pwede*. Consider how you could use any of the sentences that contain these words in either a contacting scenario, in a short lesson to an investigator, or in a five minute member visit.

D. Read 2 Nephi 32:8–9. Mark the usage of *kinahanglan* in these verses. What do we learn about prayer from these verses? How can you use this to teach your investigators about the importance of prayer?

Writing

E. On a separate sheet of paper, write the appropriate pseudo verb to complete the sentence. Check your answers.

1. ___ naton ang ebanghelyo ni Jesucristo.
   We (inclusive) need the gospel of Jesus Christ.
2. ___ kita magsimba kada Dominggo.
   We (inclusive) should go to church every Sunday.
3. ___ ka bala mag-upod sa amon sa Dominggo?
   Can you join us (exclusive) on Sunday?
4. ___ namon nga maluwas ang tanan.
   We (exclusive) want that all will be saved.
5. ___ niya ang isda.
   He/She wants fish.
6. ___ bala kamo mag-upod sa amon subong?
   Can you (plural) join us (exclusive) right now?
7. ___ pa nila nga mabal-an nga matuod ang Libro ni Mormon.
   They still need to know that the Book of Mormon is true.
8. Indi kita ___ mag-inom sang kape.
   We (inclusive) should not drink coffee.
9. ___ bala kamo magkaon sang dinuguan?
   Can you (plural) eat dinuguan?
10. ___ niya nga magmisyon.
    He/She wants to go on a mission.

F. On a separate sheet of paper, translate the following sentences into Hiligaynon. Note that translations may vary slightly but each sentence should contain at least one pseudo verb. Check your answers after you finish.

1. I want to be baptized.
2. Sister Tuliao needs help.
3. They can join us (inclusive).
4. The Lamanites dislike the Nephites.
5. Can I be forgiven?
6. You (singular) should/must stop smoking.
7. Do you want the Book of Mormon in English, Hiligaynon, or Tagalog?
8. God loves you (plural).
9. Parents should teach their children the gospel.
10. We all need Jesus Christ in our lives.

Companion



Speaking

G. Brother Labargan invited you and your companion over for Family Home Evening and to eat dinner. Brother Labargan and his wife love making food for the missionaries and inviting the missionaries to try new foods that they have never had before. Suppose he offers you something that seems unsafe to eat, something you are allergic to, or something that is perhaps discouraged or forbidden by mission rules. Have one missionary take the role of Brother Labargan and the other be the missionary. Practice responding to requests like this by politely explaining what you are allowed and not allowed to eat. After you are finished, switch roles and do it again.

H. In your next weekly planning session, go over each of your investigators and discuss what their needs are, what commitments they need to live, and what you and your companion must do to help them. Give your companion feedback on how your companion used the grammar principles in this chapter.



Listening

I. Get to know your companion by asking about their likes and dislikes. What does he or she like to do? What are his or her favorite foods? What foods does he or she dislike? Ask as many questions as you can come up with that deal with liking or disliking something.

J. Sister Sotto has been listening to your teaching for a few weeks and shows a lot of interest. You want to follow-up with how committed she is to keeping the commandments. Ask her why she wants to keep the commandments.



Reading

K. Read the missionary pamphlet for the Word of Wisdom in Hiligaynon. Practice using the pamphlet to teach each other the Word of Wisdom as if you were teaching an investigator that is struggling with an addiction. Practice using pseudo verbs in your teaching.

Writing

L. On a separate sheet of paper, write about a time when you were making a difficult decision. For example, you could write about your decisions in choosing to attend a specific university, becoming a missionary, whether or not to keep a certain commandment, etc. Use at least five pseudo verbs. Have your companion check your sentences.

Group



Speaking

M. Pair up with another companionship in your group. One companionship will pretend to be the missionaries and a missionary from the other companionship will pretend to be Raul. Today you are teaching Raul the Word of Wisdom. Raul doesn't have very good health because all he eats and drinks every day is junk food and tea. Teach Raul that part of keeping the Word of Wisdom is to not only avoid harmful substances, but to eat healthy food as well. With your companion, have one missionary take the role of Raul and the other of the missionary. Ask Raul questions about his eating habits and teach him of the blessings he will receive by keeping the Word of Wisdom. Use pseudo verbs like *kinahanglan*, *dapat*, and *pwede* in your teaching. When you are finished, switch roles and do it again.

N. Have each companionship give a brief introduction about an investigator, a less active member, or a recent convert in their area that is struggling to progress. Discuss as a group the needs of these people and what the missionaries could or should do to help them resolve their concerns. Write down any suggestions you receive during your presentation.



Listening

O. Discuss one or more of the Christ-like attributes found in chapter 6 of *Preach My Gospel*. Talk about the things someone must do in order to gain the attribute being discussed. Write anything you personally need to do in order to gain this attribute in your journal.

P. After a few lessons, you've found that Brother Ponce still hasn't been keeping his commitments. You've taught him that the prophet has instructed us to read and pray daily so that we can become closer to God and receive personal revelation. Teach Brother Ponce that we need to follow the various commandments given through the prophets.



Reading

Q. Ellen is a recent convert, but she feels like she does not "fit in" in the Young Women's group at the ward. The last time you visited Ellen, she expressed her hesitancy to come to church this Sunday. Through your previous visits with Ellen, it has been clear that she has a testimony and love for the gospel. Search the scriptures with Ellen to find a verse or story that explains the importance of true conversion and attending church regularly. Read a few select verses with her. Ask her questions about what she understood from the verses.

Writing

R. Why have you chosen to follow Jesus Christ? Ponder this question, and then write your response in your journal. Figure out how to explain you answer clearly in Hiligaynon, including as many pseudo verbs as appropriate.

Participational/Interactive Conjugations

Examples

We (inclusive) will **see** you on . . .	**Makit-anay** kita sa . . .
Your (singular) family **can be together** forever.	**Makaupdanay** ang imo nga pamilya sa wa'ay katapusan.
We should **help each other**.	Dapat **magbinuligay** kita (inclusive).
Please help us (exclusive) to . . .	**Palihog** buligan mo kami nga . . .

Explanation

Participational and interactive verbs are actions that the actor and the recipient perform together or when there is an inherent exchange or interaction implied in the verb.

-Anay

The suffix *–anay* is a very common way to express interaction and participation between people. When the verb ends in a vowel, an "h" is added before *–anay* to make *–hanay*. The difference in pronunciation of *–anay* and *–hanay* should not be dramatic, and is sometimes unnoticeable. The *–anay* conjugation can be used along with a variety of other conjugations to carry different meanings or for ease of pronunciation. Some of these conjugations may include *pag-* (nominalization), *-in-* (possessing the quality or essence of the root word), and other conjugations used for verbs (abilitative or indicative). Regardless of the conjugation, any word with *–anay* will imply some form of interaction, reaction, or participation. For simplicity, actor focus *mag-* verbs are used here for the examples.

Examples

Root Word	Indicative Conjugation	Example Sentences	Participational/ Interactive Conjugation *-anay*	Example Sentences
Istorya *To converse*	Magistorya *Will converse*	**Mag-istorya** siya sa iya. *He/She **will converse** with him/her.*	Mag-istorya**hanay** ***Will converse** together*	**Mag-istoryahanay** sila nga duha. *The two of them **will converse** together.*
Baylo *To exchange*	Nagbaylo *Did exchange*	**Nagbaylo** ka bala sang bag sa iya? ***Did** you (singular) **exchange** bags with him/her?*	Nagbaylu**hanay** ***Did exchange** with (suggesting interaction between people)*	**Nagbayluhanay** bala kamo sang bag? ***Did** you (plural) **exchange** bags with each other?*
Upod *To join with*	Mag-upod *Will join with*	**Mag-upod** siya sa amon sa pagtudlo. *He/She **will join** us (exclusive) in teaching.*	Mag-upd**anay** ***Will join** together (suggesting interaction between people)*	**Mag-updanay** kami sa pagtudlo. *We (exclusive) **will join** together in teaching.*
Sumbag *To punch*	Nagsumbag *Did punch*	**Nagsumbag** siya sa iya. *He/She **punched** him/her.*	Nagsumbag**anay** ***Did punch** (suggesting interaction between people)*	**Nagsumbaganay** sila. *They **punched each other**.*

Note: *Anay* can also be a separate word that stands alone to mean "before." See chapter 26, "Emphatic Particles and Second Position," for more explanation on *anay*.

-Ay

A common shortcut for *–anay/-hanay* is *–ay/-hay*. When choosing whether to use the full or shortened conjugation, the most important factor is ease of pronunciation in the flow of the sentence. As you listen to native speakers, you will become familiar with the rhythm of Hiligaynon speech. The meaning in each case will be the same, however, these shortcuts aren't found in formal or written Hiligaynon.

Examples

-Anay	***-Ay***
*magbulaganay *will separate (from each other)*	magbulagay *will separate (from each other)*
magupdanay *will join together*	*magupoday *will join together*

***Note:** Of the two versions of participational conjugations (*-anay* and *-ay*), those marked above with an asterisk might be viewed by native speakers as awkward sounding. While *-ay* is derived from *-anay* and both could arguably be correct, there are clear trends in actual usage. Listen to native speakers, and follow trends in what you hear native speakers say when using the participational conjugations *-anay* and *-ay*.

Makig-

Makig- verbs are specific to actions where the actor and the recipients (whether explicitly mentioned or only implied) are both participants in what is taking place. *Makig-* verbs may suggest simple interaction/participation, or a deeper intent/desire to participate in any given action. It is common to see this conjugation used with *–anay/-hanay*. *Makig-* verbs are always actor focus.

Form

Completed or Ongoing Actions	**Incomplete Action**
NAKIG + HAMBAL	**MAKIG** + HAMBAL
Nakighambal ako kay Ed. *I talked with Ed.*	**Makig**hambal ako sa ila nga pamilya. *I will talk with their family.*

Note: The implication here is subtle. For the examples given, note the translation suggests *talking with* rather than *talking to* someone. This is the general idea conveyed by *makig-* verbs.

Usage

Makig- verbs follow the following sentence pattern:

- ***MAKIG-* VERB** + ACTOR + OBJECT + LOCATION/RECEIVER

Examples

"Si Laman nagsulod sa balay ni Laban, kag **nakighambal** sia sa iya samtang nagapungko sia sa sulod sang iya balay." *"Laman went in unto the house of Laban, and he **talked with** him as he sat in his house." (1 Nephi 3:11)*	"Nag-abot sila sa isa ka kaisahan nga indi sila **makig-away** sa ***isa kag isa." *"They had come to an agreement that they would not **go to war** one with another." (3 Nephi 7:14)*
"Maglakat ka sa imo dalanon pakadto sa imo utod, kag **makig-uli** anay sa imo utod . . ." *"Go thy way unto thy brother, and first **be reconciled to** thy brother . . ." (3 Nephi 12:24)*	". . . kag **nakighampang** sila sa mabangis nga mga kasapatan bisan subong sang isa ka bata upod sa isa ka karnero." *". . . and they **did play with** the wild beasts even as a child with a lamb." (4 Nephi 1:33)*

***Note**: The phrase "*isa kag isa*" (one and one) is common when talking about interactions between people. It is often interpreted into English as the phrase "one another." Similar phrases include "*tagsa-tagsa*" (each one) and "*kada isa*" (each and every one).

Pagpakig-

The nominalized form of *makig-* is *pagpakig-*. See section 18 "Nominalization" on how to conjugate nouns.

Examples

Verb	Noun
makigbagay *to deal (with)*	**pagpakig**bagay *dealings (with)*
makig-away *to fight/make war (with)*	**pagpakig**-away *fight/fighting/war*

Polite Requests

When making a request, asking for permission, or giving a soft command, the words *palihog*, *beh,* and the prefix *pa-* can be used.

Palihog and "'*bi*"

The Hiligaynon words for please or other polite requests are *palihog* and *abi* (often shortened to just *be* or *bi*). These words are generally found at the end of a request for someone to do something, however, the word *palihog* can also be placed at the beginning of a sentence to lead into your request. *Palihog* can even be used by itself as a polite request by the speaker for assistance in whatever they are doing. The word *palihog* is more formal and proper Hiligaynon. The shortened *'bi* is not formal Hiligaynon, but is still appropriate for making casual requests to someone you are familiar with. Furthermore, *abi* doesn't strictly translate to please but can be used to imply a softened request to do something.

Examples

Lugar lang, **palihog**! *Stop here, **please**! (on a jeepney)*	**Palihog**, basaha ang bersikulo. ***Please**, read the verse.*
Tagae 'ko, **'bi**! *Give me some! (**asking for something**)*	Tudloi ako **'bi**! *Teach me **please**!*

Pa-

Pa- is a common prefix attached to words in order to form casual requests for permission. In more casual settings, phrases using *pa-* will often also contain the word *abi* in it's shortened form. Do not confuse this with *pa-* used for directions or *-pa-* used for causation.

- ***PA-*** + ROOT

Examples

Palantaw 'bi. *May I see? (Please let me see.)*	**Pa**tilaw 'bi. *May I have a taste? (Let me have a taste.)*

Activities

Personal

Speaking

A. Think of as many interaction verbs as you can that relate to how the gospel blesses families. Practice using these words in sentences that you could use to teach a family one of the missionary lessons.

Listening

B. Pay attention throughout the day to how you and others request or command others to do something in each of the following situations. Take note of any use of *palihog* or *'bi*. When is it appropriate to use one over the other? When might you avoid using either one at all? Do you use the same language that native speakers use when making requests?

1. Teaching a lesson
2. Buying something at a tiyangge or market
3. Walking through crowds
4. Riding on public transportation
5. Eating a meal
6. Saying prayers
7. Asking to see what someone else is looking at

Reading

C. Read aloud the following paragraph. Focus on pronunciation, not necessarily on the meaning. Read the paragraph several times until it flows naturally and fluidly. Ask others for feedback on your pronunciation. Identify three pronunciation errors and make plans to practice correcting these in your next language study. Vocabulary words from this section are bolded.

"Sa yadtong may inspirasyon nga mga pulong, si Presidente Clark naghambal parte sa panimalay. Bilang ginpahayag sa family proclamation, ang amay nagapangulo sa panimalay, siya kag ang iloy may magkatuhay nga mga responsibilidad, apang sila 'obligado sa pagbulig sa kada isa bilang magkasubong nga magkaupod.' Pila ka mga tuig antes sa family proclamation, si Presidente Spencer W. Kimball naghatag sining may inspirasyon nga pagpaathag: 'Kon kita nagahambal sang ***pag-asawahay*** *bilang isa ka* ***pag-updanay****, tugoti nga maghambal kita sang* ***pag-asawahay*** *bilang lubos nga* ***pag-updanay****. Indi naton luyag nga ang aton LDS nga mga kababayinhan mangin mahipos nga mga kaupod, ukon limitado nga mga kaupod sa sinang walay katapusan nga katungdanan!* ***Palihog*** *nga mangin isa ka nagahatag kag lubos nga kaupod.'" (Elder Dallin H. Oaks, "Ang Mga Yabi kag Awtoridad sang Priesthood," Pangkabilugan nga Komperensya, Abril 2014)*

D. Read each verse below (in Hiligaynon) and note the usage of *makig-* and *-anay*. Consider the roots used and the forms of interaction that are implied when these conjugations are used. Interpret each verb on your own without using your English scriptures or any reference materials. Once you feel comfortable with your interpretation, compare your answers with the English translations in the Book of Mormon or ask a native speaker for further clarification.

1. 1 Nefi 13:18
2. Alma 54:20
3. 3 Nefi 3:7
4. 3 Nefi 12:24
5. 3 Nefi 28:22
6. Eter 2:4

Writing

E. On a separate sheet of paper, translate the following sentences into Hiligaynon using *palihog*, *pa-*, and *'bi* (*be*) when appropriate to make the requests. Check your answers. Translations may vary.

1. Let me see your Bible.
2. Please watch over this family.
3. Please pass the vinegar.
4. Let me borrow your *Preach My Gospel*.
5. Let me taste.
6. More rice, please.
7. Please, help me to know the truth.
8. Write his number, please.

F. On a separate sheet of paper, write out two sentences for each verb below. Be sure to use either a *makig-* or *–anay* conjugation to suggest an exchange, interaction, or participation. Get feedback from your companion, a teacher, or a native speaker on how well you use these conjugations to make meaningful sentences.

1. Hambal *(to speak)*
2. Istorya *(to converse)*
3. Upod *(to join)*
4. Bulig *(to help)*
5. Kita *(to see)*
6. Patay *(to kill)*
7. Isa *(to be one)*
8. Bais or Binais *(to assert/claim/contend)*
9. Baylo *(to exchange)*
10. Bulag *(to separate)*

Companion

Speaking

G. Your mission president has asked you to address a concern that he has about the branch you are serving in. The branch has traditionally held branch home evening (instead of family home evening) every Monday night. While this can be beneficial, it should not replace family home evening. In PEC (priesthood executive committee) meeting, carefully and clearly explain the purpose of family home evenings. Invite them to emphasize holding family home evenings instead of branch home evenings.

H. While heading home one evening, you flag down the last tricycle that is passing by. You notice in the window of the tricycle that the driver has placed a picture from a torn missionary pamphlet. You start a conversation with the driver and learn that he had talked to missionaries before but wasn't able to be taught consistently because of his work schedule as a tricycle driver. He expresses regret that his work has started to impact his family life because he rarely has time to be with his wife and children. Despite his busy schedule he says he would like to resume hearing from and being taught by the missionaries. How would you share with him a brief message on how the gospel can bless him and his family and schedule a time and place to meet with him again?

Listening

I. Invite your companion to help lead the activities throughout the day by having them give you polite requests and suggestions on where to go, who to call, etc.

J. Think of the word softener *lang* and some of the other "polite words" from this section. Discuss with your companion some situations where and why you might actually prefer to avoid these words. For example, when you are extending commitments.

Reading

K. Read Ether 10:22 in both English and Hiligaynon. Note particularly the Hiligaynon translations for buy and sell. What is implied in the Hiligaynon translations of these verbs? What could have been a more direct translation? Discuss with your companion how certain conjugations can sometimes imply a meaning that can also be explicitly stated in another way.

Writing

L. Write out a lesson plan for "Lesson 2: The Plan of Salvation." Include at least 10 *–anay* or *makig-* words throughout the lesson. For example, "the body and spirit will separate from each other." Then practice this lesson out loud with your companion.

Group



Speaking

M. You have been assisting in re-teaching the missionary lessons to the recently baptized Pineda family. During your first family home evening with them, you want to help them commit to having regular family home evening every Monday night. You introduced this by teaching about how the gospel blesses families. After the lesson, they ask you about how to hold a family home evening. Explain the basic format of a standard family home evening. How would you invite the Pineda family to plan out family home evenings for the following weeks?

N. You arrive at the home of the Tomacas family to share the message of the restored gospel of Jesus Christ with them for the first time. Upon arrival you find, with the exception of the parents, that the members of the family are scattered about, occupied with various other activities. How would you politely ask all members of the family join in the lesson? Then begin teaching "Lesson 1: The Restoration," being sure to help each member of the family be engaged by asking polite and meaningful requests.



Listening

O. Read the section "Invite Members to Help You Teach" on page 179 of *Preach My Gospel*. Discuss as a group how you can politely invite members to work with you and help in teaching lessons. Practice a few different scenarios of inviting members to join you and guiding them on what to do in a lesson.

P. Suppose you are in a lesson and you feel that the investigator should read a particular verse. How can you politely request them to read? What are some other common immediate requests you might make during a lesson with an investigator? Practice in small groups how to politely request someone to do something during a lesson. Be sure to use principles from this section. After practicing a short three- to five-minute scenario, get feedback, and then switch roles with another missionary.



Reading

Q. Read the talk "Ang Plano sang Kalipayan" (in Hiligaynon) by President Boyd K. Packer from the April 2015 general conference. Pay careful attention to any words used to convey interaction and relationship. Ponder on the significance of the Atonement of Jesus Christ as it relates personally to your own family. Practice teaching each other the plan of salvation as if you were teaching a family, being sure to use the ideas from this section to convey important doctrines about families and the Atonement of Jesus Christ.

Writing

R. Create your own version of Mad Libs with your companion. Fill in the blanks with nouns, verbs, and adjectives with your companion to tell a story. Specify some of the verbs as *-anay* verbs to suggest interactions. Include at least five of these interaction verbs. Then, share your stories as a group. Write down any new words that you hear and find ways to begin using them.

Review: Expressing Desire, Need, Preference, etc.

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking About and Expressing Desire, Need, Preference, Ability, Intention, or Purpose

- Abilitative Actor Focus Verbs: *Maka-*
- Abilitative Object Focus Verbs: *Ma-*
- *Ma- -an*
- Pseudo Verbs
- Participational/Interactive Conjugations

Activities

Personal

Speaking

A. Looking at your planner for the day, browse through each activity you have planned to do and identify what the purpose of that activity is and how your plan for the day will help you and your companion achieve that particular purpose. Think out loud to yourself in Hiligaynon as you do so.

Listening

B. Listen in sacrament meeting to what the speakers intend to teach about the doctrine and what they desire the congregation to do as conveyed by their message. Use any of the grammar principles from this section to write a sentence or two about what the speaker wants members to do. For example: The speaker wants us to pray every day. ***Gusto*** *sang manughambal nga magpangamuyo kita kada adlaw*.

Reading

C. Read Mosiah 5. This chapter contains many examples of the grammar principles taught in these chapters. Make note of the pseudo verbs, participational verbs, and other ways the people express their desires, needs, and preferences.

D. Read the sacrament prayers in Moroni 4–5, and think about why abilitative verbs (ma-) are used instead of indicative verbs (i-/-on). Do these verbs carry a sense of ability? Are they being used in these verses to imply a meaning other than ability? Write down a testimony or a special experience about the sacrament. Make a goal to pay more attention to the sacrament prayers while you take the sacrament.

Writing

E. Translate the following sentences into Hiligaynon. Translations may vary. Check your answers.

1. I must obey.
2. God always wants to help us (inclusive).
3. You (singular) may now be baptized.
4. Please read the scriptures and pray about what they say.
5. They argued with each other about baptism.
6. She wants to continue listening to the missionaries.
7. Raul does not want to be baptized.
8. Please bless my child.
9. I want to be obedient.
10. You (singular) want to keep the commandments, but . . .

F. Reflect on your mission thus far. Write in your journal (in Hiligaynon) about what your hopes and desires were for your mission before you received your mission call. How has your mission so far met some of those expectations? How has it not met other expectations? What can you change about your expectations? What are you doing in order to be a more effective missionary? How can you change?

Companion

Speaking

G. Tell your companion a story from your life, describing something that you wanted to do or accomplish before your mission and what you had to do to be able to reach this goal. Use each of the following pseudo verbs at least once.

1. Gusto
2. Ayaw
3. Dapat
4. Pwede

H. Practice teaching your companion about what happens as someone is converted. Have him or her stop and correct you when you make a mistake with pseudo verbs or participational verbs. Discuss with your companion how to identify conversion in an individual.

Listening

I. With your companion, go over your planner from the last three days. In Hiligaynon, describe what you did each day in detail and give each other feedback on how well you used indicative and abilitative verbs. Pay attention to when abilitative verbs may be preferred to indicative verbs in this conversation. Also discuss how each activity influenced your key indicators. If an activity did not influence a key indicator, discuss why, and decide whether you should continue doing that type of activity.

J. Have your companion play the role of a new investigator. While focusing on using the verb types in these chapters, practice telling him or her how you came to know that the Book of Mormon is true and that Joseph Smith is a true prophet. Tell the investigator what he or she must do to know these things as well. When you have finished, get feedback, switch roles, and repeat the activity.

Reading

K. Read Mosiah 18:8–11. These verses provide scriptural qualifications for baptism and examples of people that desire to be baptized. Read through the verses with your companion and note all of the requirements for baptism. Think about the importance of desire in the context of these verses. Discuss with your companion how you can apply what you have learned in teaching one of your current investigators.

Writing

L. Write a letter (in Hiligaynon) to encourage one of your investigators or recent converts who may be struggling. Express your desire for them to do what is right. Help him or her to see how they are able to overcome any obstacles that they may be facing. Leave a commitment with them to keep striving to keep the commandments.

Group

Speaking

M. The Salonga family has slowed down in their progression towards baptism. They aren't consistently keeping their commitments and are beginning to show signs of losing interest in your lessons altogether. In your weekly planning session, discuss the needs of the Salonga family with your companion. According to your plans, discuss how the Salonga family might react.

N. As a district, make a list of some concerns that are frequently given to missionaries when extending commitments that are hard for investigators to live. Discuss what a person must do in order to live a commitment. Afterwards, have each missionary practice teaching a particular principle with a commitment, then resolve concerns and promise specific blessings that come from the commitment.

Listening

O. Practice setting up an appointment with a less-active member in your area. Ask specific questions to help you understand their needs and why they are not coming to church. Using polite language, abilitative verbs, pseudo verbs, and interactive verbs, teach about how the gospel and going to church will bless their lives. Promise specific blessings to this member and receive feedback from the group.

P. As a district, set goals (in Hiligaynon) that each of you would like to achieve. Include a plan illustrating what everyone needs to do in order to meet the goals. Example: *Sa dason nga semana, **gusto** naton nga **makilala** ang tanan nga mga miyembro sa aton nga branch*.

Reading

Q. Out of the first three missionary lessons, choose one to practice as a group. Using the corresponding missionary pamphlet, practice teaching each other the lesson with a focus on a specific commitment that you would like to introduce to your investigator. Follow the principles of commitments found in *Preach My Gospel* chapter 11.

Writing

R. Use the grammar principles from this section to write your testimonies (in Hiligaynon) in a Book of Mormon or on a pamphlet, and make a specific goal to give it to a particular person within the following week.

Narrating Experiences and Telling Stories

Purpose

This function will help you talk about what happened in the past; for example, what happened to Joseph Smith when he prayed or what you did to find out that the Book of Mormon is true. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- Do you know **when** your spouse will return from Saudi? (When—interrogative)
- **When** we pray, our desires become more aligned with His. (When—present/future)
- **When** Joseph Smith was a child, he was operated on. (When—past)
- After Christ died, Peter became the prophet, **I think.** (Emphatic Particles)
- **Pray** for help to stop **smoking**. (*Mang*- verbs)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- "The Savior's Earthly Ministry" (What did Christ do while on the earth?)
- "The Great Apostasy" (What happened during the Apostasy? What caused it to happen?)
- "The Restoration of the Gospel of Jesus Christ through Joseph Smith" (How was Joseph Smith called as a prophet? What did God ask him to do?)
- "The Book of Mormon: Another Testament of Jesus Christ" (How did we come to have the Book of Mormon?)
- "Pre-Earth Life: God's Purpose and Plan for Us" (What happened before we came to earth?)
- "The Creation" (How was the world created? How were we created?)
- "Agency and the Fall of Adam and Eve" (What did God command Adam and Eve to do? Why did they fall? What happened as a result of the Fall?)
- "Pray Often" (Why do you pray? What do you pray for? What does it mean for you to pray?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- "Follow Up on Commitments" (Did they keep the commitment? Why or why not? Were they not able to?)
- "Help People Resolve Their Concerns" (What keeps people from fulfilling their commitments?)
- "Share an Experience" (What has happened in your life to help you know the truth?)
- "Use the Scriptures" (How can someone apply the scripture in his or her life?)

Different Forms of "When"

Examples

When the Apostles were killed, the priesthood authority was lost.	**Sang** ginpatay ang mga apostoles, nadula ang awtoridad sang priesthood.
When is our (inclusive) appointment with . . . ?	**San-o** ang aton nga appointment upod kay . . . ?
When we (inclusive) give service to others, we (inclusive) are serving God.	**Kon** nagahatag kita sang serbisyo sa iban, naga-alagad kita sa Diyos.
When is the meeting later? (Literally: What time is the meeting later?)	**Anong oras** ang meeting karon?

Explanation

The English word *when* translates a few different ways in Hiligaynon. Using the correct form of *when* in the appropriate situation will allow you to communicate more clearly and effectively in Hiligaynon.

When translates into *san-o, kon san-o, sang, pag,* and *kon*:

- ***San-o*** – Used when asking questions dealing with time.
- ***Kon san-o*** – Used when referring to a statement of time without asking a question.
- ***Sang*** – Used when referring to events in the past.
- ***Pag*** – Used when referring to future events that are sure to happen.
- ***Kon*** – Used when referring to future events that may or may not happen.

San-o ("When"—Interrogative)

In most cases, san-o will be used in questions, not for indicative statements. There are two basic sentence structures when using san-o.

When asking simple questions about events, use the following pattern:

- ***SAN-O*** + ANG + SUBJECT (See chapter 19, "Interrogatives.")

When asking questions involving verbs, use the following:

- ***SAN-O*** + VAOL/R

Examples

San-o ang bunyag ni Brother Castillo?
When *is Brother Castillo's baptism?*

San-o kamo magabot sa balay nila?
When *will you (plural) arrive at their house?*

Note 1: *San-o* is typically used to ask about a day or date of an event, not a specific time of day. To ask about a specific time, you would use the phrase "anong oras" (e.g., *Anong oras ang obra mo sa Sabado?* "What time is your work on Saturday?"). For more explanation concerning "*anong oras*," see chapter 28 "Telling Time and Time Adverbs."

Note 2: See chapter 26 "Emphatic Particles and Second Position" for explanation on pronoun placement with respect to first position.

Kon San-o ("When"—Time)

Kon is referred to as a "question killer" word for interrogatives (see chapter 19 "Interrogatives"). Using *kon* as a "question killer" makes it so that you can use *san-o* as "when" in reference to time without asking the question "what time . . . ?" Do not confuse *kon* meaning "when" in the future tense (see below sections).

Examples

Hambalan mo kami **kon san-o** kami makabalik.
*(You) tell us **when** we (exclusive) can come back.*

Magpamangkot kita sa ila **kon san-o** sila magkadto sa simbahan.
*Let's ask them **when** they are going to go to the church.*

Sang ("When"—Past Tense)

Sang translates to "when" and is used when referring to something that happened in the past. Don't confuse this use of *sang* with the use of *sang* as a noun marker (see chapter 3 "Noun Markers"). This is best differentiated through the context of the sentence.

Examples

Sang bata pa ako, pirme ako nagahampang sang basketbol.
***When** I was still a child, I always played basketball.*

Ano ang nabatyagan mo **sang** nagpabunyag ka?
*What did you (singular) feel **when** you (singular) were baptized?*

Pag ("When"—Future Tense)

Pag is used to express "when" for events in the future that are inevitable or sure to happen. The word *pag* is technically Tagalog, however, its use has become common among Hiligaynon speakers. *Pag* only makes sense when the event or action to take place is sure to take place. To express "when" in the future tense any other way, use *kon* (see section below). *Pag* cannot be used with past tense verbs. It can, however, be used with present or future tense verbs. Do not confuse *pag* with the prefix *pag-* used to change a verb to a noun (see chapter 18 "Nominalization").

Examples

Dapat dalhon mo ang extra nga bayo **pag** magpabunyag ka karon,
*You (singular) should bring extra clothing **when** you (singular) get baptized later (today). (Implying surety in the event of baptism)*

Pag mabanhaw kita, mag-upodanay liwat ang lawas kag ang kalag naton.
***When** we (inclusive) are resurrected, our (inclusive) body and soul will join together again. (Implying surety in the resurrection to come)*

Kon ("When"—Future Tense)

Kon is used to make conditional (e.g., if/then) statements. *Kon* differs from *pag* because *kon* expresses "if/when" and *pag* expresses surety in "when" (things that will for sure happen). *Kon* is used more often than *pag* because most future events are not known for surety whether or not they will happen. Do not confuse *kon* with the "question killer" word *kon* (see above sections and chapter 19 "Interrogatives").

Examples

Kon magpabunyag ka, maghimo ka sang importante nga mga promesa sa Diyos.
***If/When** you (singular) get baptized, you (singular) will make important promises with God.*

Kon wala sang propeta sa kalibutan, may ara sang apostasya.
***When** there is no prophet on earth, there is apostasy.*

Activities

Personal

Speaking

A. Practice (out loud) asking someone to meet for a return appointment. Think about how you could best form a question which uses the word "when." Be aware of the difference between *san-o* and *anong oras* for this activity (see chapter 29, "Telling Time and Using Time Adverbs").

Listening

B. Listen during a sacrament meeting or Sunday School for whenever the speaker is narrating a story. Pay close attention to any use of the word "when." From that word alone what can you tell about the tense of the story? Try to track tense changes and see how use of the word "when" changes along with tense.

Reading

C. Read each scripture in English and locate any time "when" is written. Using the context, translate each use of "when" and compare your translated "whens" to the Hiligaynon scriptures. Did you choose a different "when" for your translations? Why? Discuss the differences that you encounter with your companion or a native speaker.

1. 2 Nephi 9:1–2
2. Alma 43:27–28
3. Helaman 5:6
4. Helaman 8:13–19
5. 3 Nephi 13:1–7
6. Mormon 9:19

D. Read Alma 30:9 and then 3 Nefi 13:16–17 (in Hiligaynon). Each of these passages use the word kon but have different meanings in English. Think about what *kon* means in the context of these verses. Compare what you come up with to what is actually written in English. How significant are the differences? How could the meaning possibly change if the two English words for kon were interchanged for these verses? When it is important, how can you use *kon* or perhaps another form of "when" to convey a specific meaning? In what ways may the differences be trivial?

Writing

E. On a separate sheet of paper, translate the following sentences. Check your answers.

1. When Joseph Smith died, the Apostles gathered in Nauvoo.
2. We (inclusive) become clean from sin when we (inclusive) repent and ask for forgiveness from God.
3. When are you (plural) going to the temple? (date)
4. When was the Church of Jesus Christ restored?
5. Samuel prophesied when Christ would be born.
6. What did Jesus Christ do when He lived on earth?
7. Our Father in Heaven blesses us (inclusive) when we (inclusive) follow the teaching of His Son.
8. When we (inclusive) partake of the sacrament, we (inclusive) promise to always remember Him.

F. Fill in the blanks with the correct form of when. Check your answers.

1. Mas malipayon bala ang pamilya mo ___ ginasunod ninyo ang mga kasuguan?
   Is your family happier when you all follow the commandments?
2. ___ kita dapat magpangamuyo?
   When should we pray?
3. Nagpromesa kita nga magdala sang ngalan ni Jesucristo ___ nabunyagan kita.
   We promised to carry the name of Jesus Christ when we were baptized.
4. ___ may tinun-an ang tawo, nagapinsar sila nga sila maalam.
   When a person is learned, they think they are wise.
5. ___ ang dason naton nga appointment sa ila? (day/date)
   When is our next appointment with them?
6. Ano ang nabatyagan mo ___ nagpangamuyo ka parte sa Libro ni Mormon?
   What did you feel when you prayed about the Book of Mormon?
7. Nabal-an ko ang kamatuoran ___ bata pa ako.
   I learned the truth when I was still a child.
8. Mas maayo ang aton nga pagtuon ___ may ara kita sang paggiya sang Espiritu.
   Our study is better when we have the guidance of the Spirit.
9. ___ kami pwede magbalik? (day/date)
   When may we return?
10. Wala 'ko 'kabalo ___ siya nabunyagan.
    I don't know when she was baptized.

Companion

Speaking

G. Using different forms of "when" in Hiligaynon, tell your companion about an experience from your youth that has had a great influence on you. Have your companion give you any necessary feedback on your use of "when," and then switch roles. Note how tense is important for the forms of "when" that you use.

H. Use "when" to quiz each other over your investigators' baptismal dates. Make sure you know what date each investigator is working towards for baptism. For those investigators who do not yet have set baptismal dates, discuss (in Hiligaynon) about when they should prepare to be baptized. Note how this form of "when" most often refers to a general time like a date rather than a specific time you would find on a clock.

Listening

I. Visit converts in your area and ask them to tell their conversion story. As they relate their experiences, listen to their use of grammar to clarify the sequence and events that led to their conversion. Ask questions to clarify points that you are not sure about. Ask about how their lives have changed since their conversion. What can you learn from them that could help others in the conversion process?

J. Discuss with your companion the differences between *sang*, *kon*, *pag*, *san-o*, and *kon san-o*. What does *sang* emphasize? How is it different than *kon*? What is different about *pag*? Which ones are used to talk about future situations? How is *kon san-o* different from them all? After your discussion, come up with seven sentences that you could use while contacting today and discuss whether *sang*, *kon*, *pag*, *san-o* or *kon san-o* could be used. Set a goal to use those sentences in your contacting today.

Reading

K. Read Alma 20. This chapter tells the story of Ammon's confrontation with King Lamoni's father. Read the story with your companion and note how "when" is used in narration. Discuss with each other what you learned from the story and how it could be applied to one of your investigators. Practice using different forms of "when" with your companion. Use this story, or another gospel-related story to narrate this to one of your current investigators.

Writing

L. Select a story from the scriptures that you and your companion would like to use in a lesson. Separately write your own retelling of the story, then revise your summaries by combining them together. Be sure to use the correct forms of "when" throughout the story. As you compare the two stories, combine elements you like from each retelling, then create a final draft from which you can make a plan for how you will tell the story in the lesson. Choose a few particular verses from the story in the scriptures to read aloud in the lesson with your investigator.

Group

Speaking

M. Pair up with a companionship. Have one of them play the role of an investigator who asks you what Christ did when He was on the earth, and what He will do when He comes again. With your companion, teach about 10 things that Christ did or will do. Use different forms of "when" as you do so. Teach for three to four minutes and then switch with the other companionship. For example: ***Sang*** *napatay si Jesucristo, nagkadto Siya sa kalibutan sang mga espiritu.* ***Kon*** *magbalik na liwat si Jesucristo, magagahum Siya sing personal diri sa duta.*

N. Often you will use follow-up questions to gain greater insights into an investigator's needs or level of understanding. For example, you might have extended a commitment last time to pray about the Book of Mormon. A follow-up question you could ask the next time you teach would be "How did you feel when you prayed?" Pair up with another companionship, and practice asking follow-up questions in Hiligaynon. Use a form of "when" in each follow-up question that you ask. Practice with another companionship for four to five minutes, then switch.

Listening

O. Sharing personal experiences and stories can be very powerful in lessons with investigators. They will help you to relate to your investigators and show that you are not all that different from them. Sharing personal experiences and stories can also provide a comforting example of faith for your investigators to follow. The personal experiences do not have to be your own; stories from your family or family history can have a powerful effect as well. Practice relating to your investigators with another companionship by having them pretend to be investigators who have recently related an experience to you. Share a similar experience or thought from your own life. Then switch roles and give them a turn to practice relating to investigators. For example: "Your experience is very similar to something that happened to my great-grandfather **when** he . . ."

P. During a district meeting, allow for each companionship to report on one of their investigators for that week. Include a description of what the missionaries did, what the investigator did, and what the missionaries' plans are for moving forward. Listen to how "when" is used. Provide feedback to the reporting missionaries and discuss the needs of the investigators as a group.

Reading

Q. Ask the missionaries in the district to think of a specific experience that built their faith in Christ, one that they would be willing to share with others. Invite the missionaries to write this experience (in Hiligaynon) on a piece of paper. Each missionary will trade papers with another missionary. Identify which forms of "when" he or she used, and if it was used correctly. Allow each missionary to ask three follow-up questions about the other missionary's experience. At least one of the follow-up questions should use a form of "when." Be sure to use correct forms of "when" for the tenses of your story as you answer questions.

Writing

R. Write out a story or parable (in Hiligaynon) that you could use in teaching a current investigator. Focus on using the proper forms of "when" for the tense of the story that you are telling. Once everyone has written out a story or parable, practice using them by teaching other missionaries as if they were investigators. Plan to use the story during a visit with someone you and your companion are teaching.

Emphatic Particles and Second Position

Examples

We bless **you** with wisdom.	Ginabugayan **ka namon** sang kaalam.
We will stop by their house **first**.	Maghapit 'ta **anay** sa ila balay.
Only Jesus Christ can save us.	Si Jesucristo **lang** ang makaluwas sa aton.
And they would have had no children. (2 Nephi 2:23)	Kag wala **kuntani** sila sing mga anak.

Explanation

Emphatic particles emphasize and clarify. In English, this is often accomplished through inflection of voice. Emphatic particles communicate emotions, mark interrogative phrases, act as adverbs, and show expression. Using these particles will help you to better express yourself in Hiligaynon. Not all Hiligaynon emphatic particles have a direct translation in English. Use emphatic particles to become a more fluent Hiligaynon speaker. Most emphatic particles cannot stand alone.

Common Hiligaynon Emphatic Particles

Below is a list of Hiligaynon emphatic particles and their approximate meanings in English. This is not a comprehensive list. Listen to native speakers and add to the list as you hear and discover more emphatic particles that are used.

Particle	Meaning
Na	*now, already, anymore* reduces time or amount
Pa	*more, still, yet, else, in addition* extends time or amount
Man	*also, too* sometimes used as expression of surprise or confusion
Naman	*again, in addition to, on the other hand* expresses addition
Lang	*just, only* often used as sentence "filler" and softener (lang is short for lamang, which is more common in formal writing)
Daw	*look like, seem like, I think* implies a sense of uncertainty or not being confident of validity of what is being said
Kuno	*he said, she said, someone said, they say, reportedly* reports or relays what someone else says; expresses that the information in the sentence is second-hand
Bala	*? (question mark)* interrogative particle, forms yes/no questions, changes a statement into a question (sometimes shortened to ba); can be used as an expression word or intensifier
Gid	*very, surely* used as main Hiligaynon intensifier
Anay	*first, before* differs from una (una is used for numbering, anay is used for order of events in the moment)

Gali	*actually* expresses that the speaker has suddenly realized or remembered something; expresses correction in speech or thought; conveys shock or surprise
Ayhan	*perhaps, maybe, might, could* expresses speculation, wonder, doubt, and future possibility
Abi	*suppose, thought* expresses prior thought
Mismo	draws attention to particular individuals; not used for inanimate objects
Pwerte	*very, really, exceptional, excellent, extremely* used as intensifier, expression, or adjective

Particles Usually Found at the End of a Sentence

Ha	*okay* emphasizes and reiterates; sometimes used to ask a question; sometimes used to suggest or command
Haw	used as a Hiligaynon softening word; mainly used for questioning; can be used to ask for what reason or to request an explanation for something; makes questions less harsh, invasive, or intense; always comes at the end of the sentence
Ya	emphasizes surety and firmness
Ah	emphasizes and reaffirms; used when agreeing, disagreeing, or notifying; sometimes used to soften a response such as "okay"
Ba	emphasizes or intensifies; sometimes used when surprised
O	expresses direction or existence

Particles That Can Stand Alone

Ahay	*aw man* expresses disappointment or discouragement
Kuntani ('Tani)	*hopefully* expresses wishing, hope, and desire (tani is short for kuntani, which is more common in speech); can stand alone; usually found at the beginning or middle of the sentence
Abaw	*wow, woah* expresses surprise (often shortened to 'baw)
Hala	*oh my goodness!* expresses surprise
Sige	*okay, sure* expresses agreement or consent
Grabe	*grave, serious, intense, crazy* expresses surprise; used as adjective to denote intensity, sometimes ambiguous
Gani	*duh, therefore, even, I know* used in affirmations or for emphasis; softens commands and requests
Beh	challenges or requests; often used alone or as an addition to a comment or request (sometimes spelt bi or be)
Teh	*so, see, I told you so* emphasizes, points out the consequence, or points out obviousness; said when proven correct; used as a conjunction

Examples

Particle	Example #1	Example #2
Na	Gusto mo na ang payong mo? *Do you (singular) want your umbrella now?*	Wala na ako sang plano. *I do not have a plan anymore.*
Pa	Pwede ka pa magbasa? *Can you (singular) keep reading?*	May ihambal pa siya. *He/She still has more to say.*
Man	Pakadto man kami sa simbahan subong. *We (exclusive) are also going to the church right now.*	Ano man? *What (surprised or confused)?*
Naman	Gusto ni Juan ang mansanas. Gusto ni Maria ang saging. Si Joseph naman, gusto nya ang marang. *Juan wants apples. Maria wants bananas. Joseph on the other hand wants marang.*	Ara naman siya. *Here he/she goes again.*
Lang	Magpamangkot lang ako sa iya. *I will just ask him/her.*	Isa lang ang gusto ko. *I just want one.*
Daw	Daw ato didto sila sa suba subong. *(I think/Looks like) They are over there at the river.*	Daw mag-abot sila mga alas sais sa gab-i. *They will arrive around like 6 p.m.*
Kuno	Indi sila makakadto kuno. *They cannot come (they said).*	Wala siya kuno sang palda. *She does not have a skirt (she said).*
Bala	Nagpangamuyo ka sang kagab-i? *Did you (singular) pray last night?*	Grabe gid bala ang ulan subong. *(bala used as intensifier/expression word) The rain is intense right now.*
Gid	Gutom gid ako. *I am very hungry.*	Wala ka gid bala sang plete? *You (singular) don't have any travel money at all? (implying surety)*
Anay	Antes kita magbasa, magpangamuyo kita anay. *Before we (inclusive) read, let's pray first.*	Ikaw anay. *You (singular) first. (You before me).*
Gali	Wa'ay kami gali sang kambyo. *We (exclusive) don't actually have change.*	Naglupad siya . . . naglubad siya gali sang Libro ni Mormon. *He flew . . . he *translated the Book of Mormon.*
Ayhan	Ano ayhan matabo kon wala propeta sa kalibutan? *What might happen if there is no prophet on the earth?*	Sin-o ayhan? *Who could it be?*
Abi	Abi mo bala nagsaylo kami? *You (singular) thought that we (exclusive) moved?*	Abi ko nagsimba sila. *I thought that they went to church.*
Mismo	Diyos mismo ang makapabakod sa imo. *God (himself) will be the one to strengthen you (singular).*	Si President Lopez mismo ang magbunyag sa imo. *President Lopez will be the one to baptize you.*
Pwerte	Pwerte katugnaw sa gwa subong! *It is extremely cold outside right now!*	Pwerte kasubo siya sang ginhambal mo ina. *He/She was really sad when you (singular) said that.*

Particles that <u>usually</u> are found at the end of a sentence:		
Ha	Indi n'yo pag-ubuson ang balon n'yo, ha? *You (plural) don't spend all of your (plural) allowance, okay?*	Ihatag mo 'ni sa iya ha? *You (singular) give this to him/her, okay?*
Haw	Diin kamo magkadto haw? (softener) *Where are you (plural) going?*	Ngaa wala kamo nagsimba haw? (softener) *Why didn't you (plural) go to church?*
Ya	Wala gid, ya! *None at all! (stated firmly)*	Buligan ka gid ya sang Diyos. *God will help you (singular). (stated with surety)*
Ah	Okey, ah! *Okay! (soften response)*	Oo, ah! *Yes! (emphasize, reaffirm)*
Ba	Dako ang imo nga payong ba! *Your (singular) umbrella is huge (intensifier)!*	Daw kadalum sang Hiligaynon ba. *The Hiligaynon is deep (emphasis).*
O	Dira, o! *Right there! (pointing)*	Bayad, o. *Payment, (here). (referencing existence)*
Particles that can stand alone:		
Ahay	Ahay, mahidlaw kami sa inyo! *Awh man, we (exclusive) will miss you (plural)!*	Ahay, gusto ko tani nga magupod sa iya. *Awh man, I wanted hopefully to join him/her.*
Kuntani Tani	Gusto ko tani nga magtudlo sa iya. *I want to hopefully teach him/her.*	Indi siya tani maguntat sa pagsimba. *Hopefully, he/she won't stop coming to church.*
Abaw	Abaw! Daw naglupad ka! *Woah! It's like you (singular) flew!*	Abaw, ah. Pwerte kasakit ang likod ko. *Wow! My back is extremely painful.*
Hala	Hala! Daw itom ang imo mga mata subong. *Oh my goodness! It's like your eyes are black right now.*	Hala! *Oh my goodness!*
Sige	Sige, magkanta na kita. *Okay, let's sing now.*	Pwede kami magbisita sa inyo buwas? Sige. *Can we (exclusive) visit you (plural) tomorrow? Sure.*
Grabe	Grabe gid ang iya nga kasubo. *His/her sadness is really serious.*	Grabe ba! *Crazy!*
Gani	Siling ko gani sa imo nga dapat magsakay kita sa Jeepney. *I told you that we should ride the Jeepney (implying that you are repeating yourself).*	Wala ka gani nagapamati sa akon. *You (singular) did not even listen to me.*
Beh	Tagae 'ko beh. (with hand outstreached) *Give me some, please.*	(Someone is looking at something that you want to see) BEH! *(I want to see!)*
Teh	(You find out that you are right and your companion is wrong) Teh! *See, I told you so!*	Indi kita makatudlo subong, teh, magpauli na lang kita. *We (inclusive) can't teach right now, so, let's just go home.*

See the appendix for examples of emphatic particles that are commonly paired together.

Second Position

Particles follow an order relative to one another in sentences. Pronouns and many of the emphatic particles will always be placed right after the first word in the sentence in what is known as the second position. More than one particle may appear in a phrase. Follow the table below for ordering pronouns and particles in a sentence. It is likely you will often encounter natives using variations to the standardized word order presented here. Imitate the natives' usage.

Single Syllable Pronouns	**1**	**2**	**3**	**4**	**5**	**6**	***Sang* Pronouns**	***Ang* Pronouns**	**7**
ko	na	man	lang	gid	naman	bala	namon	ako	anay
ka	pa						naton	kami	gali
mo							ninyo	kita	ayhan
n'yo*							niya	kamo	tani
							nila	siya	kuno
								sila	

***Note:** *N'yo* is the contracted form of *ninyo*. It is informal.

Note: The pronouns in the *ang* and *sang* columns are often interchangeable. Furthermore, columns six and seven can be shifted around these pronouns as well.

Examples

Indi ka na bala magkadto? Are you (singular) not going anymore?	Wala pa man siya nagbalik. He/She has not returned yet.
Kinahanglan ka gid namon! *We (exclusive) really need you (singular)!*	Lima ka minuto na lang gali. *There are only five minutes left. (sudden realization)*

Activities

Personal

Speaking

A. Choose one or two of the commonly used particles below to focus on for a week. Ask your companion to explain the meaning of each particle and how to properly use it. Practice working the particles into your speech everyday as appropriate to add expression and depth to your language.

1. Lang
2. Gid
3. Haw
4. Gani
5. Mismo
6. Sige

Listening

B. One of the most common particles you will encounter is *lang*. One of its functions is as a softener to make words and phrases less harsh or blunt sounding. Listen for its use by native speakers throughout the day in different scenarios, for example, in public transportation, making a purchase, requesting something, or other everyday situations.

Reading

C. Read aloud the following paragraphs. Focus on pronunciation, not necessarily on the meaning. Read the paragraph several times until it flows naturally and fluidly. Ask others for feedback on your pronunciation. Identify three pronunciation errors and make plans to practice correcting these in your next language study. The particles in the paragraph are in bold. Where multiple pronouns (ang/sang) and particles appear together, they are underlined.

*"Sang madamo **na** nga tuig, samtang nagakaayo ako sang kudal, nasalugsugan ang akon tudlo. Gintinguhaan ko sing diutay nga kuhaon ang salugsog, kag abi ko **anay** nahimo ko ini, apang wala **gali**. Sa pagligad sang tion, ang panit nagtabon sa salugsog, naghimo sang bukol sa akon tudlo. Masabad ato kag kon kaisa masakit. Nagligad ang tinuig kag sang ulihi nagpamat-od ako nga bulngon ini. Ginpahiran ko **lang** ang bukol sang balanyos kag gintabunan sang bendahe. Ginliwatliwat ko ining proseso sang masami. **Daw** indi ninyo mabal-an ang akon pagkatingala sang isa ka adlaw, samtang ginkuha ko ang bendahe, ang salugsog naggwa halin sa akon tudlo. Ang balanyos nagpahumok sang panit kag nagpaggwa sang butang nga nagtuga sang sakit sa madamo nga tuig. Sang nakuha **na** ang salugsog, ang tudlo madasig nga nag-ayo, kag tubtob karon nga adlaw, wala ini sang marka sang pinalian. Sa amo **man** nga paagi, ang nagadumot nga tagipusuon nagahupot sang tuman ka walay pulos nga kasakit. Kon ipadapat naton ang nagapaayo nga balanyos sang Pagpasag-uli sang Manluluwas, Siya magapahumok sang aton tagipusuon kag buligan kita nga magbag-o. Sarang Siya magpaayo sa nasamaran nga kalag (lantawa Jacob 2:8)." (Elder Kevin R. Duncan, "Ang Makapaayo nga Balanyos sang Pagpatawad," Pangkabilugan nga Komperensya, Abril 2016)*

D. Create flash cards to memorize all of the particles in the table of particles from this chapter. Include a phrase on the back of the flash card with at least one sentence containing the particle. Include the order of the pronouns and particles.

Writing

E. On a separate sheet of paper, translate the following sentences into Hiligaynon. Each sentence has one enclitic particle. Check your answers.

1. She is the only member in her family.
2. Let's pray first.
3. Elijah also visited Joseph Smith.
4. Hopefully they can come.
5. Sister Morales is sick. (heard from someone else)
6. It looks like she has been crying.
7. No, because I forgot.
8. We still need to do her progress record.
9. They don't go to church anymore.
10. There! (designating a general direction)

F. On a separate sheet of paper, translate the following sentences into English being sure to convey the meaning of the Hiligaynon particles as best as possible. Check your answers. Note that translations may vary.

1. Naghalin naman sila sang Sabado.
2. Nagasigarilyo man siya kuno.
3. Antes kita magsugod, magkanta ‘ta anay.
4. Balik kamo diri ha!
5. Indi siya tani mag-untat sa pagsimba.
6. Indi lang siya mapisan, kundi masinulundon pa.
7. Nabilin ko gali ang mga yabi sa balay.
8. Wala pa gihapon ang package niya.

Companion

Speaking

G. Narrate a story (in Hiligaynon) from your childhood to your companion using any of the particles from this chapter at least 10 times throughout the story to add detail and interest. Try to keep the story three to five minutes in length. After you have told your story, ask your companion for feedback on particles and word order.

H. Discuss the conversion story of an investigator from one of your previous areas or a character from scripture, and how their story could be used to benefit one of the investigators in your current area.

Listening

I. Certain particles when combined create an expression or idea that has a different meaning from either of the two individual particles. Several of these combinations are listed below. Discuss the meaning of each particle by itself and then ask a native speaker to explain to you the meaning of the combined particles. Try to make sense of why the meaning changes in the way it does.

1. Pa and lang
2. Na and lang
3. Sige and na
4. Bala and haw
5. Lang and gid

J. Listen to a recording of a general conference talk that has been interpreted into Hiligaynon. Pay close attention to particles, the way they are used, and how they are placed in a sentence with respect to second position. Discuss with your companion how you can improve the way you use particles in your everyday speech.

Reading

K. On a separate sheet of paper, write all of the particles in the following scriptures. Check your answers. Discuss with your companion or a native why the various particles were used.

1. 1 Nephi 1:16
2. 1 Nephi 7:1
3. 2 Nephi 6:3
4. Jacob 2:18
5. 3 Nephi 13:24

Writing

L. Complete the following sentences by filling in the blanks with the pronouns and particles designated in parentheses. Be sure to use proper word order when writing each sentence and have your companion proofread each sentence. Check your answers to make any corrections you may have missed.

1. Magkadto ___ ___ ___ sa Simbahan? (bala, pa, ka)
2. Sin-o ___ ___? (gani, siya)
3. ___ ___ ___. (beh, na, sige)
4. Magsimba ___ ___ ___? (ayhan, pa, sila)
5. ___ ___ ___ ang Zone Leader sa Binalbagan. (na, siya, gali)
6. Bag-o ___ ___ diri. (ako, lang)
7. ___ ___ ___ ang miyembro diri? (ikaw, bala, lang)
8. Nagpakita ___ ___ kay Joseph Smith. (sila, man)

Group

Speaking

M. Sharing personal experiences and stories can be very powerful in lessons with investigators. They will help you to relate to your investigators and show that you are not all that different from them, as well as they will provide a comforting example of faith for your investigators to follow. The experiences don't even need to be your own; stories from your family or family history can have a powerful effect as well. Practice relating to your investigators by breaking up into small groups, where one of the missionaries in each group will pretend to be an investigator who has recently related some experience. The other missionaries in the group will share a similar experience or thought from their own life. Then switch places and give the others a turn to practice relating to investigators. Be sure to use different particles throughout the stories to express tone, feelings, time, and other details which are important to the meaning of what you are saying.

N. Some of the most common particles in Hiligaynon are the time particles na and pa. Depending on context their exact meanings can vary. Furthermore, they are often used with other particles like *lang* and *gid* to convey other meanings. As a result of these particles being so common throughout everyday spoken Hiligaynon, it is important to understand how and when they should be used. Each companionship should come up with at least one sentence each for *na*, *pa*, and either *na* or *pa* used with another particle. Share each sentence with the group, and then thoroughly discuss each sentences' meaning to better understand the role that *na* and *pa* play in different types of sentences.

Listening

O. For this activity, have one person think of a Book of Mormon story that they would like to share, and then have them share the story to the group in their own words in English. Encourage them to be expressive with their tone of voice and to provide lots of detail. As they are telling the story everyone else in the group will write out the same story in their own words in Hiligaynon using particles to convey the same tone and details provided by the English storytelling. After everyone has finished, a few missionaries may share their written stories to get feedback on how well they were able to carry the details of the English version of the story into Hiligaynon.

P. The Savior often taught in parables. To follow His example, have each companionship come up with a short parable to help teach a principle of the gospel. Be sure to include several emphatic particles. Once the preparation is over, have each companionship practice teaching the group. As you listen to each companionship teach, write down any particles that they used to tell the parable.

Reading

Q. Read "The Living Christ: Testimony of the Apostles" in Hiligaynon. The Hiligaynon translation uses the particles *na* and *pa* in a few different ways. Mark each time one of these particles is used, or write down the sentences that use them in a language journal. After reading through once or twice to find all of the *na* and *pa* particles, write down what each one means based on context. Discuss what you learn in the group.

Writing

R. Use the table from this chapter to write all of the major particles on the board. Each missionary is given 30 seconds, and tries to write the longest sentence possible using some combination of the particles on the board and any other pronouns, nouns, and verbs that they can think of. After the 30 seconds is up, read all of the sentences aloud. The missionary with the longest sentence is the winner.

Distributive/Habitual Verbs

Examples

If he **ask** a fish, will he give him a serpent? (3 Nephi 14:10)	Kon **mangayo** sia sing isda, iya sia hatagan sing man-og?
. . . **ask** me in faith . . . (1 Nephi 15:11)	. . . **mamangkot** sa akon sa pagtuo . . .
Eat, drink, and be merry, for tomorrow we **die**. (2 Nephi 28:7)	Magkaon, mag-inom, kag magkasadya, kay buas **mamatay** kita.
Helaman **did take upon** him again to preach unto the people the word of God. (Alma 62:44)	Si Helaman **nangako** liwat sa iya kaugalingon sa pagwali sa katawhan sang pulong sang Dios.

Explanation

Distributive/habitual conjugations can be used to express when something is done habitually, when the effect is distributed over a lot of people, when it is a common occurrence, and/or when it is done as a profession. The *-pang-* conjugation is the general conjugation for distributive/habitual words and can be paired directly with other conjugations such as for indicative verbs and nominalization conjugations. The *mang-* conjugation for verbs is a derived from *-pang-* and is always used in actor focus.

Root Word	Definition	Distributive/Habitual Nature
patay	to kill/die	to die (affects everyone, common)
sigarilyo	to smoke	to smoke habitually
laba	to wash	to wash (habitually, regularly)
kawat	to steal	to steal habitually

Examples

Indi na ako **manigarilyo**.
*I will no longer **smoke**. (quitting a habit)*

Kada aga **nagapanilhig** siya sa gwa sang iya balay.
*Every morning he/she **is sweeping** outside of his/her house.*

Mangamuyo ka bala kada adlaw?
*Will you (singular) **pray** every day?*

Conjugations for *-pang-*

The most basic conjugation for distributive/habitual words is the affix *-pang-*.

Basic Form

The basic form for *-pang-* conjugations cannot be applied directly to a root word without another conjugation preceding it. The conjugation that is paired with *-pang-* can either be an indicative, an abilitative, or a nominalization conjugation. As you expand your vocabulary you will learn more words that commonly use these types of conjugations.

- PRIMARY CONJUGATION **+ *PANG* +** ROOT

Original Conjugation	Distributive/Habitual Conjugation
Nagahatag *giving*	Nagapanghatag *habitually giving*
Pagalagad *service*	Pagpangalagad *habitual/regular service*
Makahunahuna *able to think*	Makapanghunahuna *able to think about something frequently*
Ihaboy *to throw*	Ipanghaboy *to throw (commonly thrown)*

Note: This is the most basic form for *-pang-* conjugations, however, variations in spelling and pronunciation exist based on certain phonological rules. These rules are explained in greater detail under *mang-* verbs in this chapter.

Usage

Words conjugated with the *-pang-* affix will follow the same usage patterns as the main conjugation that they are paired with. See chapters 15–17 for a review of indicative focus verbs, chapter 18 for a review of nominalization, and chapters 20–22 for a review of abilitative focuses. Adding *-pang-* does not change how the verb is used, but it does change the implications and meaning of the verb and therefore the sentence as a whole.

Mang- Verbs

The mang- conjugation is a variation of indicative actor focus -pang- verbs. But for simplicity, it can be viewed as its own conjugation entirely. All mang- verbs are actor focus and will vary in spelling and pronunciation based on phonological rules. By recognizing the phonological rules that influence mang- verb conjugations, you will better be able to identify the root words.

Phonological Rules for Mang- Verbs:

- Basic form
- Pang root
- Root words that start with the letters B or P
- Root words that start with the letters D, S, or T
- Root words that start with the letter K

Basic Form

Follow the pattern shown in the table below when conjugating *mang-* verbs for all roots NOT beginning with B, K, D, L, P, S, or T. *Mang-* is the prefix for future tense, while nang- is the prefix for past tense.

- **NANG/MANG** + ROOT

Tense	Ako *to take responsibility*	Ampo *to pray, beg, petition*	Hulam *to borrow*
Past	**Nang**ako	**Nang**ampo	**Nang**hulam
Future	**Mang**ako	**Mang**ampo	**Mang**hulam

Form for *Pang* Root

This variation of the *mang-* verb closely resembles the basic form, however, unlike in the basic form, an alteration is made to the root. In this conjugation, when a root word starts with *pang-* the “p” becomes an “m” for future tense or an “n” for past tense, thus becoming a *mang-* verb. This conjugation can often be applied to indicative actor focus *-pang-* verbs as a shortcut to a full indicative actor focus conjugation. Both are correct distributive/habitual verbs.

- PANGAMUYO → ***MANGA****MUYO*

Tense	Pangamuyo *to pray*	Pangayo *to ask for something*	Pangabudlay *to labor/struggle*
Past	**N**angamuyo	**N**angayo	**N**angabudlay
Future	**M**angamuyo	**M**angayo	**M**angabudlay

Form for Root Words that Start with B or P

When the root word starts with the letters B or P, the *ng* of *mang-* and the B/P of the root word combine to form an "m." The "m" then acts as the first letter of the root.

- **MANG** + **P**ATAY → MA + **M**ATAY

Tense	Patay *to die/kill*	Pilit *to force, compel*	Baligya *to sell*
Past	**Nam**atay	**Nam**ilit	**Nam**aligya
Future	**Mam**atay	**Mam**ilit	**Mam**aligya

Form for Root Words that Start with D, S, or T

When root words start with the letters D, S, or T, the *ng* of *mang-* and the D/S/T of the root word combine to form an "n." The "n" then acts as the first letter of the root.

- **MANG** + SIGARILYO → MA + **N**IGARILYO

Tense	Sigarilyo *to smoke*	Toktok *to knock*	Dumdom *to remember*
Past	**Nan**igarilyo	**Nan**oktok	**Nan**umdom
Future	**Man**igarilyo	**Man**oktok	**Man**umdom

Form for Root Words that Start with K

When root words start with the letter K, the K is dropped from the root word and the *ng* of *mang-* acts as the first letter of the root.

- **MANG** + KAWAT → MA + **NG**AWAT

Tense	Kawat *to steal*	Kuha *to take*	Kalot *to scratch, itch*
Past	**Nang**awat	**Nang**uha	**Nang**alot
Future	**Mang**awat	**Mang**uha	**Mang**alot

Usage

Mang- verbs follow the same sentence patterns used with indicative actor focus verbs. See chapter 15 for a review of this type of sentence structure.

Activities

Personal



Speaking

A. Practice using the following words in sentences aloud to yourself. Try using tenses and conjugations other than the ones provided.

Mangadi	Ipanghatag	Manigarilyo
Mangabuhi	Nangabay	Mangita



Listening

B. *Mang-* verbs can greatly alter root words, and may occasionally be used simultaneously with other conjugations. For this reason, they may be more difficult to interpret than other conjugated verbs. It is important to realize when a root word has been altered in order to understand what is being said. Listen carefully for anytime you hear a mang- word that you suspect has an altered root. Do your best to deduce what the root word is and what the word means. When you have time, look up the words you heard to see if your intuition was correct.



Reading

C. Read the following verses to identify any *mang-* or *pang-* verbs. What do these words mean in the context of the verses?

1. 1 Nefi 5:1
2. Mosias 18:8–10
3. Alma 20:1
4. Alma 30:9–11
5. 3 Nefi 12:32

D. Compare the uses of *pang-* in each one of these verses. How does the meaning of *pang-* differ in each case? Are there any alternate ways to say the same things?

1. 1 Nefi 10:9
2. Alma 60:24

Writing

E. On a separate sheet of paper, conjugate the following root words as *mang-* or *magpang-* verbs. Make sure to conjugate each one in past, present, and future tenses (when possible). If you get stuck, consult your companion, a native speaker, or a dictionary for help. Check your answers.

1. Subo (to be sad, lament)
2. Sigarilyo (to smoke a cigarette)
3. Kawat (to steal)
4. Buhi (to live)
5. Tahi (to sew)
6. Pangita (to search)
7. Pamati (to listen)
8. Kuha (to take)

F. On a separate sheet of paper, fill in the blanks with an appropriate habitual/distributive verb. Check your answers. Answers may vary.

1. ___ bala kamo kada adlaw?
   Will you pray every day?
2. Permi ___ si Sister Cruz. Mapisan gid siya ba!
   Sister Cruz is always washing clothes. Isn't she hardworking!
3. ___ si Pedro sang gintawag siya ni Jesucristo.
   Peter was fishing when he was called by Jesus Christ.
4. Nakita sang daan nga mga propeta nga ___ si Jesucristo para sa aton tanan.
   Ancient prophets saw that Jesus Christ would die for us all.
5. ___ kita sa pinaka-ulihing dispensasyon.
   We are living in the final dispensation.
6. Indi ka ___.
   (You) Don't steal.
7. ___ sila kada Sabado.
   They are regularly baptizing every Saturday.
8. Indi ___!
   Don't smoke!

Companion

Speaking

G. Consider something you might ask an investigator to do or not do on a regular basis. Practice aloud with your companion, asking or telling someone to do something regularly. Note that many words don't use the conjugations from this section. For those words you will have to use other descriptive language to convey the ideas of habitual practices, distributed action, or common occurrence. If you have doubts, ask your companion or a native speaker for help to know when it is okay to use *mang-* or *-pang-*. Example: *Dapat kamo mangamuyo adlaw-adlaw.*

H. Below is a list of invitations that can be interpreted using mang- and ipang- verbs. Translate them into Hiligaynon and memorize them. Practice extending each of them to your companion as if he or she is one of your investigators that you feel most needs to accept each one. Be sure to bear your testimony and promise blessings as a part of each practice scenario. Set a goal to extend each invitation to one of your investigators and follow through with your goal.

1. Will you always pray about the things that you read in the Book of Mormon?
2. Will you always pray about the things that we teach you?
3. Will you live the Word of Wisdom? Law of chastity? Law of tithing? Law of fasting?
4. Will you pray to God every day?

Listening

I. Listen in church to all of the different examples expressing habitual action or common occurrence that are used by the speakers. Write down some of these examples in your language notebook. Ask your companion to help you translate anything you don't understand.

J. Get to know those that you teach by asking about the things that they do on a regular basis. Pay close attention to any use of *pang-* to suggest routine activities. Even though a routine occurrence may be correctly expressed using *pang-* or other habitual verb conjugations, realize that such ideas can often be expressed just as well without them.

Reading

K. Practice using either the last two paragraphs of the introduction to the Book of Mormon, or Moroni 10:3–5, and role play a teaching scenario where your companion is the investigator and you are the missionary. Be sure to extend an invitation and promise blessings. After you have finished teaching, get feedback and then switch roles. Did you use any distributive or habitual verbs? If so, why? If no, why not?

Writing

L. Think of some activities that you and your companion do regularly. Create a list of these activities with your companion, being sure to use habitual or distributive verbs wherever applicable. Discuss with your companion the things on the list that are effective and the things that are ineffective. Make plans to use your time as effectively as possible.

Group

Speaking

M. Prepare to teach a recent convert or less-active member about prayer. Explain that prayer is an important habit that we don't just do once or twice a day. Commit them to pray every day, at least twice daily. Practice teaching another companionship about prayer, and be sure to switch roles.

N. Discuss how to appropriately talk about the Word of Wisdom, addiction, and habits using *mang-*, or *-pang-* conjugations. Ask a native speaker to clarify if any of the terms you come up with carry certain implications compared to other terms.

Listening

O. Practice relating stories and events by giving a short description of what a missionary might typically do during a preparation day in order to be ready for the week. Make sure tenses and conjugations make logical sense in the context of time, place, voice, and type of action. Use habitual or distributive verbs whenever possible throughout your narration. For example, "*Kalabanan nagapanglaba ang mga misyonero sa hapon.*"

P. Discuss some regularly occurring activities or events that most people take part in at specific times during the day. How do these things impact your efforts in finding and teaching? What can you change about your regularly scheduled activities to take advantage of these times? What can you change about your regularly scheduled activities to avoid negatively impacting finding and teaching?

Reading

Q. Practice teaching the law of chastity using the Hiligaynon missionary pamphlet and any other related scripture you feel should be included. Notice that the pamphlet and scriptures related to this topic will often use the term *magpanglahi*. Considering that the root word, *lahi*, means race, lineage, or breed, think about what *magpanglahi* means based on this conjugation.

Writing

R. Discuss the importance of obedience to mission rules and following a schedule. Talk about what missionaries should regularly be doing at certain times throughout the day and week in order to be in harmony with mission rules. Commit to always be obedient.

Review: Narrating Experiences and Telling Stories

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Narrating Experiences and Telling Stories

- Different Forms of When
- Emphatic Particles and Second Position
- Distributive/Habitual Verbs

Activities

Personal



Speaking

A. Choose a scripture story that you think could help one of your investigators. Write down the story in your own words and focus on using correct tenses and prepositions. Have your companion or a native speaker check your story for correctness. Then practice telling your story out loud.



Listening

B. Listen during sacrament meeting, Sunday school, or another meeting for whenever the speaker is narrating a story in Hiligaynon. Pay attention to how they use when, the tenses they choose, emphatic particles, and unique verb conjugations. Write down any expressions or unfamiliar phrases you hear so that you can learn their meaning at a later time.



Reading

C. Speakers for general conference often use stories to illustrate principles they are trying to teach. Review some of the most recent addresses that have been translated into Hiligaynon for examples of this that are applicable to you and your investigators right now. As appropriate, use insights from your study when you teach.

D. Read the following scriptures aloud. Each scripture illustrates how multiple pronouns and particles should be used in relation to second position. Practice reading these until you feel the order of words sounds natural and fluid.

1. 1 Nefi 12:9
2. 2 Nefi 7:1
3. Mosias 10:20
4. Mosias 18:27
5. Mosias 20:14
6. Mosias 20:19
7. Alma 56:45
8. Helaman 11:37

Writing

E. In your study journal, record a special spiritual experience you have had while teaching. Focus on using emphatic particles, different forms of when, and distributive verbs as you relate your experience. As appropriate, share this experience with a companion or native speaker to check for accuracy.

F. Write a paragraph about one of the prophets from the Bible that you can use to illustrate the pattern of apostasy and restoration. Underline examples of the principles listed at the beginning of this review. Have your companion or a native speaker check how well you used these grammar principles. Then practice explaining the pattern of apostasy and restoration as if you were explaining it to a new investigator in the first lesson.

Companion



Speaking

G. Choose one of your favorite scripture stories. Think of an investigator who could benefit from hearing the story. Write down the story in your own words, using the principles you have learned in this chapter and any prior knowledge to form your narrative. Have your companion or a native speaker check your story for correctness. Then practice telling your story to your companion in the role of the investigator you chose earlier. Get feedback on how well you used these grammar principles and set goals to share your story with the investigator of choice.

H. Find five principles from the missionary lessons that you can share a personal experience about. Write down an experiences for each principle that you chose, underlining each use of when, emphatic particles, and habitual verbs. Have your companion check the words you underlined and then have him or her give you feedback. Practice sharing your experiences with your companion and set goals to share them with your investigators.



Listening

I. With your companion, go over your planner from the last three days. In Hiligaynon, describe what you did each day in detail and give each other feedback on how well you used grammar principles from this lesson. Pay attention to when certain conjugations, particles, or structures are preferred by others, Also, discuss how each activity influenced your key indicators. If an activity did not influence a key indicator, discuss why and decide whether you should continue doing that type of activity.

J. Sometimes a Hiligaynon speaker will use particles and specific verb conjugations to make sentences flow easier. These added particles and conjugations don't necessarily translate directly into English, and so it may be difficult to intuitively understand when you should and shouldn't use certain words to intensify, soften, or fluidly construct phrases. Listen carefully to the types of conjugations and particles people most often use in scenarios such as normal conversation, narrating stories, and praying.



Reading

K. Read Alma 36:17–20 in Hiligaynon and write down the uses of particles and forms of when. Practice telling this story to your companion as if he or she are one of your investigators. Get feedback from your companion on how well you used particles and different forms of when.

Writing

L. Think of the different parables in the scriptures (e.g., the ten virgins, the tares, the laborers in the vineyard, etc.). Choose a parable that you would like to be able to teach but currently cannot. Find the vocabulary you will need, write the story down in Hiligaynon, and underline any principles listed at the beginning of this review. Have your companion check the underlined parts of the parable. Then, practice teaching the parable to your companion and get feedback on how you used these grammar principles.

Group



Speaking

M. Choose a picture from the front of the Book of Mormon or in the gospel art book, and practice telling that story to a group in Hiligaynon. Ask for feedback on your use of tense, forms of when, and emphatic particles to improve your ability to narrate these types of stories.

N. Let each companionship report on an investigator they are teaching, including details about the most recent commitments that have been extended to the investigator. What has and hasn't been working? After reporting, break up into smaller groups to role play how you might follow up on the last commitment in your next visit. Regroup to discuss what was learned.



Listening

O. As a missionary, it is important to remember that coming unto Christ may be a slow process. There are many people in your area that need help getting back on the correct path pointing towards Christ. Have each companionship identify one or two less-active members that they have recently taught in their respective areas. Discuss as a district what things stopped these members from going to church in the past, what the members and missionaries are doing currently to help them come back to church, and what could be done in the future to help them grow closer to Christ. Keep track of when the conversation switches from past tense, to present tense, to future tense. Write down suggestions from other companionships to help the less-active members that you are currently teaching.

P. Discuss certain commitments that you find people typically struggle to accept. Invite the missionaries in the coming week or two to collect stories from members in their area, family members in their e-mails, or from their own personal experiences that are faith building and illustrate the blessings of keeping those specific commitments. When you all meet again, share some of the stories as a group. These types of stories could benefit some of the people you are teaching right now, or people you may teach in future.



Reading

Q. Read "The Living Christ: the Testimony of the Apostles" in Hiligaynon. This testimony contains examples of emphatic particles and distributive/habitual verbs. Pay attention to the conjugations used. After taking time to study the document, practice teaching and testifying of Jesus Christ, the Savior's Earthly Ministry, the Atonement, or other related topics. As inspired, use parts of the Living Christ along with your own words.

Writing

R. Discuss as a group the role of family history in missionary work. Allow time for the missionaries to write down a story about their ancestors in their journal or "My Family" booklet. As appropriate, share some of the stories with the group.

Asking and Answering Questions of Time, Date, and Location

Purpose

This function will help you talk about when and where things happen; for example, when is church, and how do you get there? The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- Our appointment is at **three o'clock** in the afternoon on Thursday. (Telling Time and Using Time Adverbs)
- They live accross the street **from** the church. (Prepositions)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- "The Restoration of the Gospel of Jesus Christ through Joseph Smith" (When was the First Vision? When did Joseph Smith receive the priesthood? When was the Church restored?)
- "Pre-Earth Life: God's Purpose and Plan for Us" (Where did we come from?)
- "Our Life on Earth" (Why are we here?)
- "The Spirit World" (Where do we go when we die? How long are we there?)
- "Kingdoms of Glory" (Who goes to each kingdom?)
- "Baptism, Our First Covenant" and "The Gift of the Holy Ghost" (Where does each part of baptism [baptism, confirmation] take place? When are my investigators getting baptized?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- "Conduct a Meeting" (When does each part of the meeting happen?)
- "Extend Commitment Invitations" (What date will you invite them to be baptized by?)
- "Follow up on Commitments" (When will you return? When will you follow up?)
- "Make Appointments" (When are they free? When is the baptism? Where will you meet?)
- "Plan Daily and Weekly Activities" (When and where will each appointment/activity take place? What time is district meeting? When does the jeepney leave?)

Telling Time and Using Time Adverbs

Examples

We (exclusive) already have an appointment **at that time**.	May ara na kami sang gintalana nga kadtoan **sa sina nga ti-on**.
We (inclusive) **still** need to fill out the area book.	Kinahanglan **pa** naton nga i-update ang area book.
What time is the baptism?	**Anong oras** ang pagpabunyag?
The meeting is **from 2 p.m. until 3:30**.	**Halin alas dos sang hapon hasta alas tres y medya** ang miting.

Explanation

This section teaches how to talk about what time it is on the clock as well as how to talk about time in general.

Spanish Numbers

Because of the Philippine's Spanish history, Spanish numbers and vocabulary are still commonly used.

These numbers are most commonly used when telling time and using money. Hiligaynon, Spanish, and English numbers are used in the Philippines to varying degrees. Be familiar with all three number sets. Hiligaynon numbers are taught in chapter 30, "Numbers." Listen to and imitate native Filipino usage.

Use Spanish numbers to tell time and use money. Cardinal numbers are the counting numbers, which are used to denote quantity. One, two, three, and four are examples of cardinal numbers. Below are the Spanish cardinal numbers.

1	uno	11	onse	10	diyes	21	bente'y uno	100	siyento
2	dos	12	dose	20	bente	32	trenta'y dos	200	dosientos
3	tres	13	trese	30	trenta	43	kuwarenta'y tres	300	tresientos
4	kuwatro	14	katorse	40	kuwarenta	54	singkuwenta'y kuwatro	400	kuwatrosientos
5	singko	15	kinse	50	singkuwenta	65	sesenta'y singko	500	kinyentos
6	sais	16	Disi/diyesi sais	60	sesenta	76	sitenta'y sais	600	saisiyentos
7	siyete	17	disisiyete	70	sitenta	87	otsenta'y siyete	700	siyetesientos
8	otso	18	disiotso	80	otsenta	98	nobenta'y otso	800	otsosiyentos
9	nuwebe	19	disinuwebe	90	nobenta	109	siento nuwebe	900	nuwebesientos

Note: The Spanish numbers along with many other words in Hiligaynon are not formally standardized. As a result, it is likely that you will encounter a wide variation in spellings, especially for loan words converted into Hiligaynon.

More examples of numbers:

1000000	mil	0	sero
1000	sero, wala	536	siyento bente'y otso
5462	kinyento trenta'y sais	675	nobenta'y singko

General Time

When speaking of time in general, express years, months, weeks, hours, minutes, and seconds:

Hilygaynon	English	Examples
tuig	year	Sang **tuig** 1830 . . . *Back in the **year** 1830 . . .*
panahon	season, period of time	Sa **panahon** ni Joseph Smith . . . *In Joseph Smith's **time** . . .*
Tag-ilinit Tag/ting-ulan	hot season, rainy season	Bisan **tag-ilinit** subong, nagaulan pa. *Even though it is **summer** right now, it still rains.*
bulan	month	Sa isa ka tuig, may dose ka **bulan**. *In one year, there are twelve **months**.*
semana	week	Sa sini nga **semana**, magakadto kita sa templo. *This **week**, we (inclusive) will go to the temple.*
adlaw	day	May **adlaw** nga makakadto kamo sa templo. *There is a **day** that you (plural) will be able to go to the temple.*
oras	hour, time	Tatlo ka **oras** ang amon nga pagsimba. *Our (exclusive) church is three **hours** long.*
minuto	minute	Pila ka **minuto** ang biyahe ninyo? *How many **minutes** is your (plural) travel?*
segundo	second	Bisan sa pila ka **segundo** lang, bawal ang manigarilyo. *Even for a few **seconds**, smoking is not allowed.*

Note: When you say certain words twice, it expresses frequency. For example, *adlaw-adlaw* means daily.

Clock Time

In English, the day is divided by morning and evening (twelve hours and twelve hours). In Hiligaynon, the day (such as a.m. and p.m. in English) is divided into several categories. Learn these categories and listen to native speakers to make sure you are using them correctly.

Hiligaynon	English	Refers to
aga	morning	The hours from 1:00 a.m. to noon
udto/ugdo	noon/midday	The time around noon
hapon	afternoon	The hours from 1:00–6:00 p.m. (noon-sunset)
gab-i	evening	The hours from 6:00 p.m. to midnight (sunset-midnight)

The following table shows the most common way to express a time of day in hours and minutes:

Clock Time	Alas (hours)	y	(minutes)	sa (time of day)	Full Sentence
8:15 a.m.	Alas otso *8 o'clock*	y	kinse *15 minutes*	sa aga. *in the morning.*	Alas otso y kinse sa aga. *It is 8:15 in the morning.*
1:30 p.m.	Ala una *1 o'clock*	y	medya *30 minutes*	sa hapon. *in the afternoon.*	Ala una y medya sa hapon. *It is 1:25 in the afternoon.*
7:52 p.m.	Alas siyete *7 o'clock*	y	singkuwenta'y dos *52 minutes*	sa gab-i. *in the evening.*	Alas siyete y singkuwenta'y dos sa gab-i. *It is 7:52 in the evening.*

Note 1: To express time in Hiligaynon during the one o'clock hour, use *ala* instead of *alas*.

Note 2: To indicate time at a half-hour, use *medya* instead of *trenta*.

Note 3: Use *mga* to before a time to express approximation. Example: **Mga** a las diyes sa aga (***Around*** *10 a.m.*).

Date

The Philippines uses the Western calendar system (same as USA/Western countries and most of the world). Hiligaynon, Spanish, and English terms are used to express the date.

Year

To express a specific year, simply state the year using either English numbers or Hiligaynon numbers (see chapter 30, "Numbers").

Examples

Isa ka libo walo ka gatos kag duha ka napulo
1820

Duha ka libo kag napulo'g pito
2017

***Note**: To express A.D., say *halin sa pagkabun-ag ni Cristo* (since the birth of Christ) and likewise for B.C., *antes sa pagbun-ag ni Cristo* (before the birth of Christ).

Month

Below are each of the months.

Enero *January*	Pebrero *February*	Marso *March*	Abril *April*	Mayo *May*	Hunyo *June*
Hulyo *July*	Agosto *August*	Septyembre *September*	Oktubre *October*	Nobyembre *November*	Disyembre *December*

Day of the Month

Use either the Spanish or Hiligaynon ordinal numbers to express what day it is, according to the following formula:

- IKA + DAY (number) + SANG + MONTH

Examples

Ika-sais sang Abril
Ika-anum sang Abril

Ika-6 sang Abril
Sixth of April
April 6th

Ika-beynte'y singko sang Disyembre
Ika-duha ka napulo'g lima sang Disyembre
Ika-25 sang Desyembre
Twenty Fifth of December
December 25th

Days of the Week

Hiligaynon has adopted Spanish terms for the days of the week.

Dominggo	Lunes	Martes	Miyerkoles	Huwebes	Biyernes	Sabado
Sunday	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	*Saturday*

Time Adverbs

Use time adverbs to express when something happens.

Time Adverbs	Examples
Subong *now, right now*	Pwede bala kami magtudlo sa inyo **subong**? *Can we (exclusive) teach you (plural) **now**?*
Subong nga adlaw *today*	May simba kita **subong nga adlaw**. *We (inclusive) have church **today**. (not right now, but today)*
Kagina *earlier today*	May klase kami **kagina** sang aga. *We (exclusive) had school **earlier** this morning.*
Karon *later today*	Himuon mo bala nga magpangamuyo **karon** sa gab-i? *Will you (singular) pray **later** tonight?*
Kahapon *yesterday*	**Kahapon** lang siya nabunyagan. *Just **yesterday** he/she was baptized.*
Kagab-i *last night*	Wala ako 'katulog **kagab-i**. *I wasn't able to sleep **last night**.*
Buwas/Buas *tomorrow*	Pwede bala kami magbalik **buwas**? *Can we (exclusive) return **tomorrow**?*
Kada *every, each*	**Kada** Biyernes magsakay kita sa Jeepney pakadto sa malay-o nga area naton. ***Every** Friday we (inclusive) will ride a Jeepney to go to our (inclusive) far area.*
Antes/bago *before*	**Antes** ka maglakat, magpangamuyo kita anay. ***Before** you (singular) leave, let's pray first.*

Pagkatapos *after*	Pwede bala kita magkaon **pagkatapos** sang leksyon? *Can we (inclusive) eat **after** the lesson?*
Sadto *back then, when*	Nagapalapnag ang mga propeta sang mensahe sang Diyos **sadto** pa gid. *The prophets spread God's message even way **back then**.*
Na *already, now, anymore*	Sa Sabado **na** ang bunyag mo. *Your baptism is on Saturday. (**imminent**)*
Pa *still, yet, more, in addition*	Indi **pa** bala luto ang adobo, Elder? *Is the adobo not **yet** done, Elder?*

Asking About and Telling Time and Date

To ask what time it is, use the question phrase *anong oras*. To ask what the date is, use the question word *san-o* or *anong petsa* (date).

- ANONG ORAS + ANG + _____? (What time is _____?)
- SAN-O + ANG + _____? (When is/what day is _____?)
- ANONG PETSA + ANG + _____? (What date is _____?)
- SAN-O + VAOL Phrase? (When is something happening?)
- VAOL + ALAS + TIME (Clock time phrase)

Question	Answer
Anong oras na? *What time is it (now)?*	Mag-alas dos na. *It is almost two o'clock (now).*
San-o ang Zone Conference? *When is Zone Conference?*	Buwas sa aga. *Tomorrow (in the) morning.*
Anong petsa ang bunyag niya? *What date is his/her baptism?*	Ika-dos sang Nobyembre. *The second of November.*
San-o kamo nagplano para sa semana? *When did you (plural) plan for the week?*	Nagplano kami kahapon sang aga. *We (exclusive) planned yesterday morning.*
Magsimba bala kita alas nuwebe sa aga? *Will we (inclusive) go to church at 9 o'clock in the morning?*	Oo, nagasimba kita kada Dominggo alas nuwebe sa aga. *Yes, we (inclusive) go to church every Sunday at 9 o'clock in the morning.*

Use *sa* and *hasta* to indicate a period of time:

- ALAS + _____ + HASTA + ALAS + _____. (From/At time until time.)
- HALIN + ALAS + _____ + PAKADTO/HASTA + ALAS + _____. (From time to time.)

Examples

Anong oras ang pagsimba ninyo?
Halin alas diyes sa aga hasta ala una sa hapon.
What time is your (plural) church?
From 10 a.m. to 1 p.m.

Ang tiempo namon para magtuon alas otso hasta alas onse.
Our (exclusive) time to study is 8 o'clock until 11 o'clock.

Activities

Personal

Speaking

A. Throughout the day, occasionally refer to your planner to see if you are keeping to your scheduled activities. Read aloud to yourself where you need to be and at what time you need to be there.

Listening

B. The Hiligaynon notion of time of day can be blurred in the hours around noon. The shift between *aga*, *udto*, and *hapon* is vague and occasionally native speakers will correct you when you use one over the other. Listen to native speakers in your area when they greet you or refer to specific times of the day to start to develop a general idea of where these times of day correspond to hours on a clock.

Reading

C. Read Alma 36:11–20 in Hiligaynon. The particles *na* and *pa* together appear a total of eight times in these verses. Read the chapter a few times until you are able to find all eight uses of these particles. Is each use of *na* or *pa* the same? What ideas are conveyed by these particles in the context of these verses? Compare your insights and the Hiligaynon verses to the English Book of Mormon for reference.

D. Find all of the *na* and *pa* particles in the following scriptures. Compare the Hiligaynon translation of these scriptures to the English scriptures to be sure that you found all uses of *na* and *pa*.

1. Enos 1:4
2. Omni 1:30
3. 3 Nephi 9:19
4. 4 Nephi 1:12

Writing

E. Translate the following sentences into Hiligaynon, focusing on using correct time adverbs to accurately express time. Check your answers.

1. I have already been baptized in my church.
2. We are just about to leave.
3. I saw them yesterday around 5:00 p.m.
4. How old are you now?
5. What time will you get back on Friday?
6. I'm still only 18 years old. (Hint: Use lang together with na or pa.)
7. It's only two weeks until her baptism. (Hint: Use lang together with na or pa.)
8. Could we visit you (plural) at 2:30 p.m.?
9. Can I be baptized now?
10. It's already noon. Let's eat!
11. Is Joseph Smith still alive?
12. We always wake up at 6:30 in the morning.
13. He said he would be here around 4:00.
14. We will visit them later.
15. We will visit them right now.

F. This activity is intended to focus specifically on the particles na and pa. These are some of the most common time particles you will come across. In addition to being used for time, it can also be used for amounts. Fill in the blanks with the correct particle or particle combination. Possible answers only include *na*, *pa*, *pa lang*, and *na lang*. Check your answers.

1. Patay ___ siya.
He is already dead.
2. Handa ka ___ bala?
Are you ready yet?
3. Wala ___ ako naga-inom sang alak.
I'm not drinking alcohol anymore.
4. Sa unang bisita ___, naghatag kami sang petsa sa ila para sa pagpabunyag.
In only/just the first visit, we gave them a date for baptism.
5. Indi ___ siya kuno mag-obra kon Dominggo.
He supposedly won't work on Sunday anymore.
6. Lapit ___ sila ukon layo ___?
Are they just close or still far away?
7. Gusto mo ___ bala nga magmisyon?
Do you still want to serve a mission?
8. Nagsilhig ___ ako sang salog.
I already swept the floor.

Companion

Speaking

G. Practice contacting with your companion. Take turns being the missionary or the investigator. As the missionary, testify about the importance of attending church. Explain where it is and at what time it begins. Describe what happens at church during each hour of a typical three-hour block.

H. Practice scheduling appointments. Ask what time would be best for the investigator and confirm the appointment after you make it. Get feedback on how well you expressed the time.

Listening

I. Go over your plans for the week with your companion. For each event you have scheduled, practice telling each other what time the event begins, and on what day it takes place. Describe how long each activity lasts.

J. While the person conducting sacrament meeting at church is making announcements, listen for the time of activities taking place throughout the week. Write them down in your planner so that you can plan which activities to attend throughout the week. Check with mission leaders to know what ward or branch activities you should and should not attend.

Reading

K. Read the missionary schedule together from the Missionary Handbook. Talk about how your schedule and the schedule from the Missionary Handbook varies throughout the day. Use time expressions to describe your daily schedule.

Writing

L. Use time expressions to write a story in Hiligaynon about one of your ancestors to put in your "My Family" booklet or journal. Trade stories with your companion and consider how you could use family history and personal stories in teaching and finding.

Group



Speaking

M. Scenario: You and your companion have just taught Emilio the message of the Restoration for the first time, and he has a couple of questions about Joseph Smith and the Book of Mormon. You would love to answer his questions now, but you have to hurry off to your next appointment. You asked him if you could come back and teach him more about the topic tomorrow, and he agreed. With your companion, have one missionary take the role of Emilio and the other of the missionary. Practice setting up a return appointment to come back and teach tomorrow. Come back as a group and talk about what has worked best for you as you have tried to make return appointments. This may lead to a discussion about keeping track of appointments, how you keep track of what questions were asked, and what commitments were made in the previous appointment.

N. Scenario: After church one Sunday you receive a referral from your bishop to teach the Macalisang family. The Macalisang family are close friends and neighbors to Bishop and his family. During your discussion with the bishop, you discover that the family is very busy and has a complicated schedule. The father is a factory worker at the local sugar mill and works a shift from either 7:00 a.m. to 6:00 p.m. or 5:00 p.m. to 4:00 a.m. on alternating two-week basis during the busy summer months. He is often very tired after his shifts. His wife does odd jobs such as laundry every Monday, Wednesday, and Friday in either the early morning or at 6:00 p.m. to around 7:00 or 8:00 p.m. during the cooler hours of the day. They also have a child attending school at a university. They work very hard to put him through school. He returns home from the university every Friday at 5:00 p.m. In addition to this, they have three other small children that stay with the mother when they aren't playing around the neighborhood. Such busy schedules are not uncommon. Discuss as a group (in Hiligaynon) how you could go about teaching this family, being especially conscious of time and the Macalisang family's schedule. Plan how to organize teaching for the family to best help them progress towards a reasonable baptismal date.



Listening

O. Scenario: The ward mission leader, Brother Anastacio, is very eager to help the investigators that you are teaching. He called you tonight to follow up on the progress of one of your investigators that is close to getting baptized, and to see if he can help in any way. With your companion, have one missionary take the role of Brother Anastacio and the other of the missionary. Brother Anastacio will ask about the progress of a particular investigator that you are teaching. The missionary will tell Brother Anastacio how close the investigator is to getting baptized, what has already been accomplished, what still needs to happen in order for him or her to be baptized, and how the ward can help. After completing the activity, exchange feedback, switch roles, and repeat.

P. Pull out your planners and pair up with another companionship. Practice using time related words from this section to take turns explaining in detail your daily plan for that day to another companionship. Talk about how you plan and use time efficiently. Switch when you have finished.



Reading

Q. Read the section of *Preach My Gospel* titled, "The Restoration of the Gospel of Jesus Christ Through Joseph Smith" found in chapter 3 lesson 1. If the Hiligaynon translation for this chapter is unavailable, use the Hiligaynon missionary pamphlets that correspond to this section. After reading through the section, practice teaching the correlating concepts of this lesson in three to five minutes with smaller groups. Focus on using correct time phrases when relating the principles found in this section.

Writing

R. Review the sections on goals and planning in chapter 8 of *Preach My Gospel*. Demonstrate an effective planning session by writing the times of the day on the board (similar to how they appear in your planner). Have a companionship hold a mock planning session (in Hiligaynon), filling in the time slots as they go. For the sake of brevity, the missionaries may use a past plan, or demonstrate only a portion of how they might usually conduct a full planning session. Demonstrating a full planning session would be lengthy and unnecessary. Note how every time slot should be filled with a meaningful activity by the time a planning session is finished.

Prepositions

Examples

Do you (singular) have questions **about** . . . ?	May mga pamangkot ka bala **parte sa** . . . ?
Through the Holy Ghost . . .	**Paagi sa** Bala-an nga Espiritu . . .
God created the earth **for** us (inclusive).	Ang Diyos nagtuga sang kalibutan **para sa** aton.
We (inclusive) are commanded to share the gospel **with** others.	Ginasugo kita nga magpa-ambit sang ebanghelyo **sa** iban.

Explanation

Prepositions indicate a relationship between nouns in a sentence (such as in, out, over, under, from, into, to, toward, for, through, until, at, on, etc.). Prepositional phrases in Hiligaynon use the location marker *sa*. In many cases, *sa* is used on its own to express many of these prepositions, but there are prepositions that require other words to be paired with *sa*. In the general VAOL sentence structure, prepositions normally appear at the end of the sentence.

Examples

Naghatag si Jesucristo sang awtoridad **sa** ila. *Jesus Christ gave authority **to** them.*	Ginpanumbalik ang ebanghelyo **paagi kay** Joseph Smith. *The gospel was restored **through** Joseph Smith.*

Alternatively, prepositions can also take the place of the predicate in predicate subject sentence structure.

Examples

Sa lamesa ang bolpen mo. *Your pen is **on** the table.*	**Sa ibabaw sang** bukid ang hayahay. *The flag is **on top of** the mountain.*

Prepositional Phrases using *Sa*

Sa and *kay* are generic location/receiver markers and can have the following meanings: in, on, unto, into, onto, for, from, with, at, by, through, and to. The large number of interpretations can cause some confusion for non-native Hiligaynon speakers. Context will determine the meaning of *sa* and *kay*. *Kay* is used when paired with a name. *Sa* is used for everything else.

Examples

Nagpamatuod ang tatay ko **kay** Maridonna.
*My dad testified **to** Maridonna.*

Magkadto sila sa dagat.
*They will go **to** the sea.*

Sin-o nagpanuktok **sa** pwertahan?
*Who knocked **on** the door?*

Mag-upod ka bala **kay** Brother Parcon sa Dominggo?
*Will you (singular) join **with** Brother Parcon on Sunday?*

Magpangamuyo kita **sa** aton Amay sa Langit.
*We (inclusive) will pray **to** our (inclusive) Father in Heaven.*

Palapit kamo **sa** akon.
*(You plural) come **unto** me.*

"With"

There are three common ways to express the word "with" in Hiligaynon: *sa/kay*, *upod sa*, and *may*. The first two are interchangeable when expressing "with."

- Sa – with someone/something, to someone/something

Examples

"Isa ini ka kasulatan sang pagpakigbagay sang Dios **sa** dumaan nga mga pumoluyo sang kadutaan sang Amerika . . ." *"It is a record of God's dealings **with** ancient inhabitants of the Americas . . ."*	Gusto namon magpaambit sang importante nga mensahe **sa** imo nga panimalay. *We (exclusive) want to share an important message **with** your family.*

- Upod sa – with, among, physically with, in the presence of, joining with

Examples

Maga-estar kita **upod sa** iya sa selestyal nga ginharian. *We (inclusive) will dwell **with** him in the celestial kingdom.*	Nagserbisyo si Ammon sa mga Lamanhon **upod sa** iya mga utod. *Ammon served the Lamanites along **with** his brothers.*

- May – with (attributes or objects), containing (See chapter 9, "Existential Words," for more examples of may.)

Examples

Nagluto ako sang adobo nga **may** pinya. *I cooked adobo **with** pineapple.*	Nagtudlo siya sang leksyon nga **may** matuod nga aplikasyon sa ila nga kabuhi. *He/she taught a lesson **with** real application in their life.*

Simple Prepositional Phrases (____ sa)

The table below shows several Hiligaynon prepositional phrases that use the following formula:

- (word that modifies meaning of preposition) + SA/KAY

Prepositions	Example Sentences	
hasta sa (common)/tubtob sa (uncommon) *until, up to (limit)*	Bersikulo duha **hasta sa** bersikulo apat. *Verse two **until** verse four.*	**Hasta sa** bangga. ***Until** the corner.*
para sa *for*	Nagbayad-sala si Jesucristo **para sa** aton. *Jesus Christ atoned **for** us (inclusive).*	**Para kay** TingTing ang sulat. *The letter is **for** TingTing.*
parte sa (common)/ nahanungod sa (uncommon) *about*	**Parte kay** Jesucristo ang Libro ni Mormon. *The Book of Mormon is* **about** *Jesus Christ.*	May natun-an ka bala **parte sa** pagpabunyag? *Have you (singular) learned anything* **about** *baptism?*
paagi sa *through*	**Paagi sa** pagtuo, wala sang imposible. ***Through** faith, nothing is impossible.*	Ginpanumbalik ni Jesucristo ang Iya nga ebanghelyo **paagi kay** Joseph Smith. *Jesus Christ restored His gospel **through** Joseph Smith.*

luwas sa *except*	Ginkaon ko ang tanan **luwas sa** mga tul-an. *I ate it all **except for** the bones.*	Nabunyagan sila tanan **luwas sa** ila nga tatay. *They were all baptized **except for** their father.*
pakadto sa/ padulong sa *toward, moving towards (to)*	Naglakat siya **padulong sa** kahoy. *He walked **towards** the tree.*	Nagsakay siya sa tricycle **pakadto sa** merkado. *He/she rode a tricycle **going towards/to** the market.*
malapit sa *close to*	Naga-estar kami **malapit sa** simbahan. *We live **close to** the church.*	**Malapit** ka bala **sa** imo mga ginikanan? *Are you (singular) **close to** your parents?*
malayo sa *far from*	**Malayo** sila **sa** simbahan. *They are **far from** the church.*	Ang ila mga tagipusuon, **malayo sa** Diyos. *Their hearts were **far from** God.*
suno sa *according to*	Dapat kita magbuhat **suno sa** Iya kabubut-on. *We (inclusive) should act **according to** His will.*	Naghatag siya sang Iya nga kabuhi **suno sa** unod. *He gave his life **according to** the flesh.*
halin sa *from (origin/location)*	**Halin** kami **sa** merkado. *We (exclusive) **came from** the market.*	May nabaton ka bala **halin kay** Jun-Jun? *Have you (singular) received anything **from** Jun-Jun?*
tungod sa/bangod sa *because of*	We were not able to visit them **because of** the storm last night. *Wala kami (exclusive) nakabisita sa ila **tungod sa** bagyo sang kagab-i.*	She is not able to come to church **because of** her job. *Indi siya makasimba **tungod sa** iya nga obra.*

Note 1: When using *halin sa* (along with other prepositional phrases such as *malapit sa*), sometimes pronouns and particles come between the two words in the prepositional phrase.

Note 2: The prefix *pa-* used above in the prepositional phrase *pakadto sa/padulong sa* denotes movement towards a location in a generic sense. Additionally, *pa-* can be added to specific locations to signify movement towards that location.

Examples

Pa-downtown kami. We (exclusive) are going to downtown.	Pa-simbahan na 'ta! Let's go to the church.

Prepositional Phrases without *Sa*

Several of the words used in simple prepositional phrases may appear alone in sentences to fulfill their same role as prepositions. Below are several examples of these types of prepositions.

Prepositions	Example
Hasta	Maghulat kita **hasta** magbalik siya. *We (inclusive) will wait **until** he/she returns.*
Parte/Nahanungod	**Parte** sining mga butang. ***About** these things.*
Luwas	*". . . **luwas** nga magahanda siya sang paagi para sa ila . . ."* *". . . **save** (except) he shall prepare a way for them . . ." 1 Nephi 3:7*
Halin	**Halin** *pa sang pagsugod sang kalibutan.* ***From** the beginning of the earth.*
Tungod	*". . . **tungod** sadtong mga nagatamay sa ila . . ."* *". . . **because of** those that were scoffing at them . . ." 1 Nephi 8:28*

Compound Prepositions: ("Sa _____" and "Sa _____sang")

With compound prepositions, sa appears at the beginning of the phrase. When a relationship between two nouns is made using compound prepositions, "sa ____sang ____" is used. Here are several common compound Hiligaynon prepositions:

Prepositions	Example Sentence
Sa sulod (sang) *within, inside of*	May bolpen ka bala **sa sulod sang** imo bag? *Do you (singular) have a pen **inside of** your bag?*
Sa gwa (sang) *outside of*	Maghulat kami sa imo **sa gwa sang** balay. *We (exclusive) will wait for you **outside of** the house.*
Sa likod (sang) *behind, at the back of*	Ara sila **sa likod**. *They are **in the back**.*
Sa atubang (sang) *in front of, facing*	**Sa atubang sang** simbahan ang paradahan. *The terminal is **in front of** the church.*
Sa idalom/dalom (sang) *below, underneath*	Nakita ni Joseph Smith ang mga lamina **sa idalom sang** isa ka bato. *Joseph Smith saw the plates **underneath** a rock.*
Sa ibabaw/babaw (sang) *above, on top of*	**Sa ibabaw sang** aparador ang Libro ni Mormon. *The Book of Mormon is **on top of** the cupboard.*
Sa pihak/tabok (sang) *across from, on the other side of*	Ato sila, **sa tabok sang** suba. *There they are, **on the other side of** the river.*
Sa kilid/sa higad (sang) *to the side, on the edge, away from center*	Nakita mo bala kami (exclusive) nga nagalakat **sa higad sang** dalan? *Did you (singular) see us walking **on the side of** the road?*
Sa tupad (sang) *next to, on the side of*	Si Sister Andrada ang nagapungko **sa tupad ni** Bishop. *Sister Andrada is the one sitting **next to** Bishop.*
Sa tunga (sang) *in the midst of, in between, among*	**Sa tunga sang** Selestyal nga ginharian kag sang telestyal nga ginharian amo ang telestrial nga ginharian. ***In between** the terrestrial kingdom and the telestial kingdom is the terrestrial kingdom.*
Sa palibot (sang) *around, surrounding, in the surrounding area*	Madamo ang mga simbahan **sa palibot sang** Bacolod. *There are many churches **around** Bacolod.*
Sa ngalan (ni/sang) *on behalf of, in the name of*	Nagabuhat ang mga apostoles **sa ngalan ni** Jesucristo. *The apostles act **in the name of** Jesus Christ. (on behalf of)*

Activities

Personal

Speaking

A. Tricycles are a common form of transportation throughout the Philippines. When riding a tricycle, passengers will often have to orient themselves on the motorcycle or sidecar based on size, weight, or specific directions from the driver. Visualize a tricycle and practice using prepositional phrases to say where you will ride. Also practice saying where you may not ride because of safety concerns or physical limitations. Below are some common prepositional phrases which could be useful for this activity.

1. Sa kilid (sang)
2. Sa sulod (sang)
3. Sa ibabaw (sang)
4. Sa likod (sang)
5. Sa tupad (ni/sang)
6. Sa atubang (sang)

Listening

B. A few prepositional phrases can be said in multiple ways. For example, *bangud* and *tungod*, *hasta* and *tubtob*, and *parte* and *nahanungod* are often interchangeable. Listen carefully to local Hiligaynon speakers to determine which words are most common in your area. Imitate what you hear.

Reading

C. On a separate sheet of paper, find all of the prepositional phrases in the following scriptures, not including simple sa pronouns. Check your answers.

1. Enos 1:4
2. Omni 1:30
3. 4 Nephi 1:12

D. Read Mosias 3:17–19. Consider the personal significance of the Atonement of Jesus Christ in your own life. Record your thoughts in your journal.

Writing

E. Fill in the blanks with the correct prepositional phrase. Check your answer.

1. Nagaestar sila ___ eskwelahan. (close to)
2. ___ dalan ang simbahan. (on the other side of)
3. May hayahay ___ bukid. (on top of)
4. Kinahanglan naton nga magpadayon ___ katapusan. (until)
5. Ginlubad ni Joseph Smith ang Libro ni Mormon ___ gahum sang Diyos. (through)
6. Ara sila ___ CR. (inside of)
7. Nagbasa si Joseph Smith sang bersikulo ___ Biblia. (from)
8. Naglakat sila ___ banwa. (towards/in the direction of)
9. Nagwali sila ni Aaron ___ kadam-an. (in the midst of)
10. ___ templo, pwede kita mabunyagan ___ mga minatay. (inside of, for/on behalf of)

F. Translate the following sentences into Hiligaynon. Underline the preposition(s) in each translated sentence. Check your answers.

1. They sat in front of us (exclusive).
2. God has provided a plan for us (inclusive).
3. Everyone has already left except for Bishop.
4. Jesus Christ spoke to the people about kindness.
5. Their house is far from the city.
6. He prayed until he received forgiveness for his sins.
7. Joseph Smith saw a pillar of light above his head.
8. Nephi's brothers hid outside of the city wall.

Companion



Speaking

G. Looking at a map of your area, talk about the location of different places in your area in relation to other places (such as the church building, the houses of investigators or members, or other local landmarks). As you talk about the different places, practice using prepositional phrases along with local landmarks. This can be useful, especially in areas where locating landmarks can be a key way of giving directions to people and telling others where you are going or coming from. For a greater challenge, practice guiding your companion to a specific location only through use of your memory. Do not say the intended destination, but rather see if you can guide your companion using only words. This is useful because certain areas will often lack detailed maps. Example: Diin nagaestar si Arminda? Nagaestar siya sa tupad sang suba, medyo malapit sa manokan. (Where does Arminda live? She lives next to the river, kind of close to where all the chickens are.)

H. Create two sentences for each of the following prepositions that you could use in a lesson or other common situation. Practice saying them to your companion to receive feedback and to improve your pronunciation.

Examples

Halin sa	
Magapanaog Siya **halin sa** langit. *He will come down **from** heaven.*	Pwede bala naton kuhaon ang mga libro **halin sa** ila? *Can we (inclusive) get the books **from** them?*

1. Suno sa
2. Padulong sa
3. Para sa
4. Hasta/tubtob sa
5. Sa sulod (sang)
6. Parte/nahanungod sa
7. Paagi sa
8. Tungod/bangod sa



Listening

I. Throughout the day today, practice giving your companion directions to the church building or to your apartment from multiple difference places (using prepositional phrases).

J. Practice using prepositional phrases by describing where you lived in one of your past areas. Specifically, describe where rooms in the apartment were located, how furniture and personal belongings were oriented, and any other details you could add to make a descriptive explanation of the living space. While you are speaking, have your companion sketch out what the apartment would look like based on your explanation. After you have finished, switch roles and have your companion explain their last apartment while you sketch the description. When you have both finished, show each other your drawings. How close are the drawings to the actual appearance of your last apartment? Were rooms, furniture, and other objects oriented correctly? Use this activity to identify things that were difficult to understand or describe so that you can focus on those particular prepositional phrases and terms.

Reading

K. Read Ether 12:5–9 (in Hiligaynon). As you read, pay special attention to how prepositions are used. Think of an investigator that could benefit from this scripture and practice sharing this scripture to your companion as if he or she were that investigator. Include, in your practice, inviting the investigator to read the selected verses out loud.

Writing

L. Share a story and a message from the Book of Mormon in Hiligaynon. With your companion, choose a message from the scriptures that you would like to share with one of your investigators. Write down a story that illustrates this message, either from personal experience or from an experience of your companion. Translate the story to Hiligaynon. Practice sharing the story and the gospel principle associated with the story with your companion. Commit to share the story, as prompted by the spirit, in a lesson sometime throughout the day. At the end of the day, discuss how it went, and try it again with a different story and message.

Group

Speaking

M. Have a companionship leave the room. As a group, decided where to hide a certain small object (like a marker). Once you have hidden it, invite the companionship back into the room. The companionship that will be looking for the object will ask questions, one person at a time, to try to determine the location of the marker. Use prepositional phrases in all of your questions. Ask yes or no questions. The other missionaries should answer without giving too many clues. When the companionship has found the hidden object, switch roles and have a different companionship be the "seekers."

N. Have each missionary take turns standing up in front of the group to explain how to get to a certain location in your area (without giving away the name of the location). It can be anything from a member's home to your favorite restaurant. The first person to guess the destination gets to go next. Be sure to use prepositions to describe your location.

Listening

O. Sometimes you may wish to guide investigators on a tour of the local meetinghouse. Practice with your group how you would conduct a church tour, being sure to explain what happens in each room. Use prepositional phrases for practice.

P. Have someone from the group choose a favorite story from the Book of Mormon without revealing what the story is. As they describe a specific scene from that story, listen and draw a picture depicting the scene as you hear it. Once the missionary has finished describing the scene, see how well the pictures compare to the Book of Mormon story that the missionary was describing.



Reading

Q. Help the missionaries in the group understand that God will help provide for them as they focus on teaching the restored gospel of Jesus Christ. Read 1 Nephi 17:1–13 (in Hiligaynon) about Nephi's experience building a boat, and discuss with the group how the Lord will help His missionaries in the work that they've been assigned. As you do this activity, pay attention to the prepositions and prepositional phrases in the verses. This activity can also be used for missionaries to teach their investigators.

Writing

R. Break up into small teams. Write several prepositions on the board that you will practice as a group and then have each team give a number for how many sentences they believe they can write (in 1 minute), using all of the prepositions on the board. If the team is able to write the number of sentences they say within the allotted minute, then they will receive that same amount of points. If they don't reach the number, or if any sentence is written incorrectly, no points are awarded.

Review: Asking and Answering Questions of Time, Date, and Location

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking and Answering Questions of Time, Date, and Location

- Telling Time and Using Time Adverbs: Na and Pa
- Prepositions

Activities

Personal

Speaking

A. Get to know more about the members in the area you are serving. Where appropriate, have a friendly conversation with a member and ask questions about his or her daily schedule (e.g., What time do you leave for work in the morning? When do you prepare food for your family? Where do you catch the bus to work?).

Listening

B. When coming in contact with somebody for the first time, pay close attention to what times are best to meet them and general directions as to where they live. Many people in the Philippines do not have exact addresses and may be difficult to contact; so, it is important to understand this information for future reference.

Reading

C. Make flash cards to review each of the topics below in Hiligaynon. Refer to these whenever you need to review.
   1. Months of the Year
   2. Time Adverbs
   3. Days of the Week
   4. Times of Day
   5. General Time Terms
   6. Spanish Numbers (especially 1–12)

D. Read through the schedule listed in the *Missionary Handbook*. Make a note of how you can use your time more effectively.

Writing

E. On a separate sheet of paper, translate the following sentences into Hiligaynon using a prepositional phrase. Underline the prepositional phrases in the translated sentences. Check your answers. Translations may vary.

1. We (inclusive) are going to meet in front of the church at 1:00 p.m.
2. Is there a copy inside of your (singular) bag?
3. That man speaking in front of the congregation right now is the Bishop.
4. We (exclusive) sleep from 10:30 p.m. until 6:30 a.m.
5. We (inclusive) should visit Sister Arisgar around 3:15. She is just across the street.
6. Baptism by immersion means you (singular) must be completely buried beneath the water.
7. They saw Jesus Christ walking in the midst of the sea in the early morning.
8. We (exclusive) pray for them every day.

F. In your language notebook, write down the directions to your favorite place to eat in one of your areas, relative to the location of the church.

Companion



Speaking

G. Plan an exchange with your companion so that you and your companion are each with a member. At the beginning of your exchanges, explain to the members where each companionship will be going, what they will be doing and a general timeframe of the events happening throughout the day. After you have explained the plans, ask the members whether or not you used time and location words correctly.

H. It is good to know the location of important places in the case of an emergency. Talk about the locations of police stations, hospitals, airports, and the mission home in relation to your apartment. Are there certain areas to be avoided at certain times? Think of other locations that you would like to be familiar with and discuss the directions to these places as well. If this information is not already included in your area book, be sure to update the section pertaining to this information.



Listening

I. Below are several trivia questions referring to dates and places. Test each other's knowledge by asking and answering the questions in Hiligaynon. Check your answers. This activity may be expanded for other important events or places to continue the practice.

1. Around when did Lehi and his family leave Jerusalem?
2. When did Moroni make an end to his record?
3. When and where was Joseph Smith born?
4. When and where was the Aaronic Priesthood restored?
5. When and where was the Melchizedek Priesthood restored?
6. When and where was the Book of Mormon published?
7. When was The Church of Jesus Christ of Latter-day Saints founded?
8. When was the revelation on the Word of Wisdom received?
9. When was the Salt Lake City Temple dedicated?
10. When was the Philippines dedicated for missionaries? Where was it dedicated?
11. When was the Manila Philippines Temple dedicated?
12. When was the Cebu Philippines Temple dedicated?

J. Whenever you receive a referral, ask for specific directions to the house of the referral. Listen carefully to the directions you receive. Oftentimes, they may describe the location using prepositional phrases to relate multiple locations to each other. Make sure that you are able to understand the directions clearly and ask the person giving the referral to repeat anything that was not clear the first time. If possible, it may be even better if you invite the individual to join you when you first contact the referral. This can be especially useful when you must navigate larger areas in more remote locations.



Reading

K. During your weekly planning session, read through the teaching record of each person in the area book. If the records are not already up to date, be sure to include relevant information on times that they are typically available to be taught, dates visited, when lessons were taught, and their address or the location of their house. Make plans to visit each individual in the coming days or weeks.

Writing

L. As a companionship, plan a special event (either real or imagined). Create a written outline of the event describing the date, time, and location of the event. Include different points in time at which different elements of the event will take place. You should also include general directions to the location, multiple dates if the event is repeated, and any other important details. Review your written plan as a companionship, practice explaining the details to each other, then practice explaining the event to fellow missionaries.

Group

Speaking

M. The functions taught in this section are likely to come up often in the situations listed below. Review these different scenarios, and practice using the grammar principles you have learned to role play with your companion (or another companionship in the group). Focus on time, dates, and locations (e.g., invitations to be baptized, setting appointments, discussing goals or activities, etc.).

1. Contacting someone in the campo
2. Teaching an investigator in their home
3. Teaching members in their home
4. District meeting

N. Bring a picture of your family to district meeting. Identify and introduce each family member to the group without physically pointing them out. Focus on using prepositional phrases to accomplish this task. Example: Sa tupad ko ang akon nanay. Ara ang magulang ko nga lalaki sa likod sa wala.

Listening

O. Memorize the words of Joseph Smith as he described the First Vision so that you may use it when prompted while teaching. Invite a missionary to recite the First Vision and demonstrate how to use it in teaching. As they speak, listen to the words, and their meaning. Be mindful of any spiritual impressions that you receive. Record what you felt and learned in your journal.

P. During your regular meetings with your district or zone, listen carefully to the person conducting the meeting concerning how the meeting is expected to proceed. Also, listen for any announcements, being sure to take down notes about time, date, and location as you hear them mentioned.

Reading

Q. If you are in charge of conducting a meeting, write out the schedule of proceedings on the board for everyone to read. Announce the proceedings in Hiligaynon.

Writing

R. Set specific goals as a district or zone. Write the goals down somewhere where you will see them. Include specific dates and numbers in your goals. Set a date and time to report on these goals.

Asking and Answering Questions of Quality and Quantity

Purpose

This function is to help you talk about a comparison between two things; for example, which kingdom of glory is the highest or how we can exercise greater faith. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- Please read verse **five**. (Numbers)
- **How much** does the meat **cost**? (Ano ka- and Pila ka)
- The Bible is not **more** important **than** the Book of Mormon. (Making Comparisons)
- I am **so happy** to hear that you are well. (Superlatives and Adjective Intensifiers)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- "The Gospel Blesses Families" (How does the gospel help our families be better?)
- "The Great Apostasy" (How are people and conditions different during a time of apostasy?)
- "Kingdoms of Glory" (Which kingdom is the highest? The lowest? How do they compare?)
- "Through Christ We Can Be Cleansed from Sin" (In what ways can we be more like the Savior? How do you feel now compared to your life before the Church?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- "Make a Purchase" (When selecting an item to buy, which is the best? Why? How much does something cost? How many kilograms does something weigh?)
- "Meet Someone" (How old are you? How old are they? How many people are in their family? Who is the oldest?)

Numbers

Examples

There are **15** books in the Book of Mormon.	May **napulo'g lima (kinse)** ka libro sa Libro ni Mormon.
There are **four** of us (exclusive) in all.	**Apat** kami tanan.
We (inclusive) will read in **Second** Nephi.	Magbasa kita sa **Ika-duha** nga Nefi.
Sisters serve missions for **a year and a half**.	Magmisyon ang mga Sister sing **isa ka tuig kag tunga**.

Explanation

Hiligaynon, Spanish, and English numbers are used in the Philippines to varying degrees depending on the region. Be familiar with all three number sets. Listen to and imitate native usage. While Spanish numbers are regularly used for time and money, Hiligaynon numbers are used in other situations (see chapter 28, "Telling Time and Using Time Adverbs"). For example, many people will not use Hiligaynon for numbers above ten, however, you are likely to encounter these bigger numbers in formal texts such as the Book of Mormon.

Cardinal Numbers

This section will show you what the Hiligaynon numbers are and how to form them. Cardinal numbers are the counting numbers, which are used to denote quantity. One, two, three, and four are examples of cardinal numbers. Below are the Hiligaynon cardinal numbers.

0	sero, wala	**2**	duha/duwa	**4**	apat	**6**	anum	**8**	walo
1	isa	**3**	tatlo	**5**	lima	**7**	pito	**9**	siyam

Whenever numbering objects in Hiligaynon, the number must be linked to the item numbered using the linker *ka*.

Examples

Pila ang gusto mo? Walo **ka** bilog, palihog. *How many do you (singular) want?* *Eight pieces, please.*	Pila ka kilo ang bugas nga ginbakal mo? Apat **ka** kilo. *How many kilograms of rice did you (singular) buy?* *Four kilos.*

Numbers 10–19

Pulo or *napulo* is the Hiligaynon word for ten. Place *napulo'g* (*napulo kag*) before any of the numbers 1–9 to form 1_ (teens).

10	napulo, pulo	**12**	napulo'g duha	**14**	napulo'g apat	**16**	napulo'g anum	**18**	napulo'g walo
11	napulo'g isa	**13**	napulo'g tatlo	**15**	napulo'g lima	**17**	napulo'g pito	**19**	napulo'g siyam

The Tens

The tens are as follows:

10	napulo, pulo	**30**	tatlo ka napulo	**50**	lima ka napulo	**70**	pito ka napulo	**90**	siyam ka napulo
20	duha ka napulo	**40**	apat ka napulo	**60**	anum ka napulo	**80**	walo ka napulo		

The Hundreds

The Hiligaynon word for 100 is *gatos*. Link any of the numbers 1–9 to *gatos* using the linker *ka* to form _00 (hundreds).

100	isa ka gatos	**300**	tatlo ka gatos	**500**	lima ka gatos	**700**	pito ka gatos	**900**	siyam ka gatos
200	duha ka gatos	**400**	apat ka gatos	**600**	anum ka gatos	**800**	walo ka gatos		

The Thousands

The Hiligaynon word for 1,000 is *libo*. Link it to any of the numbers 1–999 using *ka* to form _,000 (thousands).

1,000	libo	**6,000**	anum ka libo	**8,000**	walo ka libo	**10,000**	pulo ka libo/laksa

Compound Numbers

Any of the numbers separated by a degree of ten can be combined together using the conjunction kag meaning *and*.

21	kaduha ka napulo kag isa	**44**	apat ka napulo kag apat	**57**	kalim-an ka napulo kag pito	**101**	isa ka gatos kag isa

Examples

1,000,000	ramak, hambad (*archaic*)
425	apat ka gatos duha ka pulo kag lima
1,912	isa ka libo siyam ka gatos kag napulo'g duha
1.5 (1 1/2)	isa kag tunga
211	duha ka gatos kag napulo'g isa
34	tatlo ka napulo kag apat

Tunga means half.

Tunga sang ginsulat ni Nefi naghalin sa Libro ni Isaias.
Half of what Nephi wrote was from the Book of Isaiah.

Use the affix *-in-* with the following roots to create generic numbers: *gatos*, *libo*, and *milyon*. For example, *linibo* means thousands.

Linibo ang napatay sa inaway.
Thousands *died in battle.*

Ginatos ang mga nabunyagan sa mga linaw ni Mormon.
Hundreds *were baptized in the waters of Mormon.*

Ordinal Numbers

Ordinal numbers are the ordering numbers, which are used to denote rank or order. First, second, third, and fourth are examples of ordinal numbers. Aside from a few exceptions and alternative spellings shown in the table below, ordinal numbers are formed by adding the prefix *ika-* to any cardinal number.

Ordinal Numbers	
1st	*Una, primero*
2nd	*Ika-duha*
3rd	*Ika-tatlo/ikatlo*
4th	*Ika-apat/ikap-at*
5th	*Ika-lima*
6th	*Ika-anum/ikan-um*
7th	*Ika-pito*
8th	*Ika-walo*
9th	*Ika-siyam*
10th	*Ika-pulo*

Unlike cardinal numbers, ordinal numbers should be linked to nouns using the linker *nga* rather than *ka*.

Examples

Magsugod kita sa **Ika-duha nga** Libro ni Nefi. *We will start in the **Second** Book of Nephi.*	***Ika-pila** ka sa inyo nga magulutod? **Ika-apat** ako. *What are you in your birth order? I am the **fourth** child.*
Diin ang imo **una nga** area? *Where is/was your **first** area?*	Dapat ka magbayad sang **ika-pulo** kon miyembro ka na. *You should pay **tithing** if you are already a member.*

***Note:** This is a unique usage of *ika-* in Hiligaynon and a fairly common question when discussing family/ranking. *Pila* is a question word meaning how much or how many, and the prefix *ika-* suggests some kind of order/ranking. While *ika-pila* has no English equivalent, it is asking for some kind of numerical order/ranking, therefore, an appropriate response will include an ordinal number.

Activities

Personal

Speaking

A. As you walk, count your steps out loud. See how quickly you can count by increasing your speed. For extra practice, try counting by even or odd numbers. Then practice going by tens (ten, twenty, thirty, etc.) Count up to 100, and then count backwards.

Listening

B. Filipinos often have large families. It is not uncommon for both immediate and extended family to live together under one roof or at least in close proximity to each other. Find out how many family members are contained in each household you teach. Also determine the order of siblings or children by asking a question using the prefix *ika-*. Listen to how they may use *ika-* to respond. Note any exceptions such as the use of kinship vocabulary in place of numbers. Using what you learn, practice introducing your family as well, being sure to include your birth order in relation to your siblings (if any).

Reading

C. Read the following verses. Read them in English first. Before you read each one in Hiligaynon, try to determine how the phrases "hundreds" or "thousands" or "tens of thousands" might translate to Hiligaynon in each verse. Which ones should be conjugated? Then check and see how the translators chose to express those concepts.

1. Jacob 4:4
2. Jacob 7:7
3. Alma 3:26
4. Alma 28:2, 11
5. Alma 60:5

D. The following parables contain numbers. Read them, and retell one of them to your companion in Hiligaynon. Focus on using numbers correctly.

1. Ten Virgins (Matthew 25:1–13)
2. Ten Lepers (Luke 17:12–19)
3. Lost coin (Luke 15:3–10)
4. Talents (Matthew 25:14–30)

Writing

E. Translate the following sentences. Check your answers.

1. I am the fourth in our (exclusive) family.
2. Which are you (singular)? (referring to birth order)
3. Her age is 63.
4. I bought five kilos of rice.
5. Jesus Christ called twelve Apostles.
6. We (inclusive) are commanded to pay tithing.
7. Joseph Smith was the first prophet of our (inclusive) dispensation.
8. I am 20 now.
9. There are many thousands of members in the Philippines.
10. The attendance in our ward was around 240 last Sunday.

F. Count the attendance in each of your meetings on Sunday. Record the number in your planner first using numerals, and then using Hiligaynon words. Each Sunday, compare how the overall attendance changes and look for any trends that may arise. Especially record the attendance of investigators, recent converts, and less-active members. After a month, evaluate the numbers and think about what more can be done by you and your companion to improve the attendance where you are assigned. Share your thoughts with your companion and ward or branch leaders if necessary.

Companion

Speaking

G. Prepare a lesson on tithing for a recent convert, less-active member, active member, or soon-to-be baptized investigator who is struggling with their faith in paying tithing. Teach the doctrine, promise blessings, share experiences and scriptures, and take out a blank piece of paper to show them the math. Give several examples of how much ten percent really is. Invite the individual or family to live the law of tithing.

H. Think of a common occurrence or sight in your area (such as Carabao, tiyangge, churches, or specific colored tricycles), and search for it in your travels with your companion. Count in Hiligaynon with your companion upon each new occurrence or sighting. You can also count the number of times you use a specific grammar principle correctly, the number of people you talk to, the number of new Hiligaynon words you learned that day, or the overall number of positive experiences throughout the day. Record your tally at the end of the day, and compare it to tallies from previous days.

Listening

I. At the end of each day, conduct a planning session. During this time, you will review the lessons taught that day, the goals that were set, your key indicators, and any other relevant items of discussion. You will then make plans and goals for the next day. Practice going through the entire planning session using only Hiligaynon numbers. Correct each other and help each other with points of difficulty.

J. For morning exercises take turns counting a set of exercises that you can do together such as crunches, push-ups, or jumping jacks.

Reading

K. Read the following scriptures (in Hiligaynon) about missionaries and the fruits of their labors. Discuss how you see the fruits of your labors in your work (maybe not in the numbers). Use numbers in your discussion with your companion as appropriate.

1. Mosiah 18:16
2. Alma 26:22

Writing

L. Write any goals set by your district or zone on a paper and post them in a location in your apartment that is visible for review every day. Be sure that the goals include specific numbers and dates.

Group

Speaking

M. Role play with other missionaries in your district: Mark was baptized one week ago. He just received the Aaronic Priesthood. You and your companion are planning to teach him the importance of the priesthood and service. Review this principle in lesson five of *Preach My Gospel*. Prepare a 10-minute lesson that includes the ages and duties of the following priesthood offices: deacon, teacher, priest, and elder. Plan with him to prepare for the Melchizedek Priesthood in the next few months.

N. Practice the basic steps of prayer with someone that has little or no religious background or experience with prayer. Be sure to use ordinal numbers to break up a prayer into simple steps that can be followed with ease.

Listening

O. Bring a picture of your family to district meeting and introduce your family to your district. Using numbers, tell how many brothers and sisters you have, their ages, and if they have a family of their own. Share an experience from a certain age of life. Give everyone an opportunity to introduce their family. Pay attention to others as they introduce their families.

P. Count how many people are in the group you are with. The goal of this activity is to count up to the same number of people as are in the group as fast as possible. Each person in the group can only speak once. Without signaling to each other or previously delegating, one individual at a time must call out the next number in the sequence. If two or more people call out a number at the same time, or if a number is called out incorrectly, the sequence must restart. The last person to call out a number is out. Use Hiligaynon or Spanish numbers to complete this activity.

Reading

Q. Practice introducing the following scriptures and inviting someone to read them using only Hiligaynon or Spanish numbers. While some Hiligaynon speakers may prefer English numbers, it is best to be proficient in both. Look up any other verse that you want to use in lessons throughout the day or week so you can practice introducing these as well.

1. 3 Nephi 11
2. 2 Nephi 31:20–21
3. The Introduction to the Book of Mormon paragraphs 8 and 9
4. Alma 34:9–10
5. 1 Nephi 3:7

Writing

R. As a district, set a few specific goals for the week. The categories for the goals can be vocabulary words, number and types of contacts, new investigators, baptismal dates, or copies of the Book of Mormon to give to people. Make sure that these goals have numbers that represent people. Set achievable, realistic, yet challenging goals. While setting goals, use numbers as often as possible. Write down all of the planned goals in your planner. The following week, follow up and account for each goal based on the numbers that you planned to achieve.

Ano Ka and *Pila Ka*

Examples

How much does a kilo of chicken cost?	**Pila** ang isa ka kilo sang manok?
How much is **each** one?	**Tag-pila** ang isa?
How many sibling do you have?	**Pila** kamo mag-ulutod?
How interested is your family in learning about the gospel?	**Ano ka** interesado ang pamilya mo sa pagtuon sang ebanghelyo?

Explanation

The words ano and pila are used to ask questions of quantity and quality.

- *Ano*, *pila*, and the variant, *tag-pila*, are all type 1 interrogatives (see chapter 19, "Interrogatives").
- *Ano* and *pila* have unique alternative structures involving the linker/prefix *ka*.

Pila

Pila is an interrogative that is used to make questions dealing with both specific and abstract quantities. It follows the patterns for type 1 interrogatives found in chapter 19. Use cardinal numbers, amount terms, *madamo* (many), *diutay* (few), or *wala* (none) to answer these types of questions.

Examples

Question	Answer
Pila sila tanan? ***How many*** *are they in all?*	Madamo gid sila! *They are many!*
Pila ang plete pakadto sa Masville? ***How much*** *is the travel fare going to Masville?*	Tag-pulo lang. *Just ten pesos per person.*
Pila ini sa dollars? ***How much*** *is this in dollars?*	Mga lima ka dollar siguro. *Maybe around five dollars.*
Pila ang mga bituon sa kalangitan? ***How many*** *stars are in the heavens?*	Di-maisip ang mga bituon. *The stars are uncountable.*

Tag-pila

The variant *tag-pila* is often translated to how much each. This is useful when asking for price per unit item or detailed number amounts. Aside from the more general amount terms, *tag-pila* questions are frequently answered by attaching *tag-* to a cardinal number to give a unit number value.

Examples

Question	Answer
Tag-pila ang mansanas? ***How much*** *is the price* ***per*** *apple?*	**Tag-**singkwenta. *50 pesos* ***each****.*
Tag-pila ang Libro ni Mormon? ***How much*** *is* ***each*** *Book of Mormon?*	Libre lang. Ari-o. *It is free. Here. (giving the Book of Mormon)*

Ika-pila

Combine *ika-* with pila to ask a question about the order or rank of a noun. Use ordinal Hiligaynon numbers or other ordering terms in the answer.

Examples

Question	Answer
Ika-pila ka? ***What order*** *are you (singular)? (in the family)*	Ika-duha ako. *I am the second (child).*
Ika-pila mo ining area? ***What place*** *(in chronological order) does your (singular) current area come in?*	Ini ang ulihi ko nga area. *This is my last area.*

Pila ka

Link *pila ka* with another word to question the quantity of a specific aspect of a noun. For example, *pila ka tuig* means how many years. Use Spanish or Hiligaynon cardinal numbers or other quantity terms in the answer.

- PILA + KA + NOUN (specific, quantifiable, and related to the subject) + ANG + SUBJECT + PREPOSITION/TIME PHRASE?

Examples

Question	Answer
Pila ka tuig na siya diri? ***How many*** *years has he/she been here?*	Isa pa lang. *Only one.*
Pila ka kilo ang bag mo? ***How many*** *kilograms is your bag?*	Beynte ka kilo. *20 kilos.*
Pila ka *bilog ang mga appointment naton karon? ***How many*** *appointments do we (inclusive) have later?*	Kinse ka *bilog. *15.*

***Note:** *Bilog* is a common word used with the *pila ka* construction. It is used generically to mean one unit, one whole, or a complete part of something. It is also particularly applicable to things that are round or smooth but is not limited to things of this description.

Ano ka-

Use *ano ka-* to ask how much of something. Unlike *pila ka*, *ano ka-* is used most often for qualitative questions rather than quantitative. Some *ano ka-* questions can be interpreted quantitatively. *Ano ka-* is used with gradable adjectives. Note that the Tagalog version of this principle uses *ga-ano ka-*.

- ANO KA-(adjective root) + ANG + SUBJECT?

Examples

Ano kalayo ang balay nila? ***How*** *far away is their house?*	**Ano ka-**interesado sila sa mensahe naton? ***How*** *interested are they in our message?*
Ano kanami ang balatyagon mo kon mag-alagad ka sa iban? ***How*** *nice do you feel when you serve others?*	**Ano ka-**importante ang ebanghelyo para sa pamilya mo? ***How*** *important is the gospel for your family?*

Question	Answer
Ano ka-interesado ang abyan mo sa pagtuon sang ebanghelyo? ***How*** *interested is your friend in studying the gospel?*	Interesado gid siya! *He/she is very interested!*
Ano kadako ang bago nga simbahan? ***How*** *big is the new church?*	Mga amo 'na kadako. *About that big. (comparing to nearby building)*

Activities

Personal

Speaking

A. Review some of the activities that you perform every day. For each item you come up with, ask yourself (in Hiligaynon) how effective the activity has been in helping you fulfill your purpose as a missionary. Ask yourself if the frequency you have been performing these activities is appropriate. Answer your own questions for yourself and consider how you can best use your time. Discuss your thoughts with your companion.

Listening

B. The principles from this section are most frequently applied in some of the contexts listed below. Whenever you find yourself in these scenarios, listen carefully to those around you when they ask questions of quantity and quality. Also, pay attention to the responses you hear in reply. This will help you to develop a sense of how to speak and behave appropriately in the given situations.

1. Learning about someone's level of interest or desire
2. Making a purchase at a tiyangge, the marketplace, or a grocery store
3. Public transportation (tricycle, jeepney, bus, etc.)
4. Talking about yourself and your family

Reading

C. On a separate sheet of paper, write all of the grammar principles in this chapter that you observe in the following scriptures. The number in parentheses shows how many are in each scripture.

1. 2 Nephi 1:1 (1)
2. 2 Nephi 2:30 (1)
3. 2 Nephi 31:1–2 (3)
4. Jacob 3:7–8 (1)
5. 3 Nephi 10:6 (1)

D. Read aloud the following paragraphs from the end of a conference talk by President Dieter F. Uchtdorf. Focus on pronunciation, noting how ano ka is used here as an exclamation. Read the paragraph several times until it flows naturally and fluidly. Ask others for feedback on your pronunciation. Identify three pronunciation errors and make plans to practice correcting these in your next language study. Principles from this section are in bold.

> "Sa pila ka adlaw 'ang kada tuhod magaluhod, ang kada dila magatuad' nga ang mga pagginawi sang Dios matarong kag ang Iya plano perpekto. Para sa aton, tugoti inang adlaw nga mangin karon nga adlaw. Magpahayag kita subong kay Jacob sang dumaan, 'O daw ano kadako sang plano sang aton Dios!' Sa sini ako nagapamatuod nga may tudok nga pagpasalamat sa aton Langitnon nga Amay, samtang ginabugayan ko kamo, sa ngalan ni JesuCristo, amen." (Presidente Dieter F. Uchtdorf, "O Daw Ano Ka Dako ang Plano sang Aton Dios!" pangkabilugan nga komperensya, Oktubre 2016)

> "Someday "every knee shall bow, and every tongue confess" that God's ways are just and His plan is perfect. For you and me, let that day be today. Let us proclaim, with Jacob of old, "O how great the plan of our God!" Of this I testify in deep gratitude to our Heavenly Father, as I leave you my blessing, in the name of Jesus Christ, amen." (President Dieter F. Uchtdorf, "O How Great the Plan of Our God!" general conference, October 2016)

Writing

E. Translate the following sentences. Use a dictionary and other resources available to look up any unfamiliar vocabulary. Check your answers.

1. How important is your (singular) family to you?
2. How many zones are there in our (inclusive) mission?
3. How many months is a mission?
4. How much are each of the apples?
5. How many nonmembers are in your (plural) family?
6. How far is the church from here?
7. How much does a Book of Mormon cost?
8. I don't know how many they need.
9. No matter how hard it rains, they still go to church.
10. How often do you all pray as a family?

F. Fill in the blank with the correct quantitative or qualitative phrase in Hiligaynon to make the sentence match the English translation. Check your answers.

1. 'Kabalo ka bala kon ___ ang bag-o nga payong?
   Do you know how much a new umbrella is?
2. 'Kabalo bala kamo kon ___ malahalon kamo sa Diyos?
   Do you (plural) know how precious you all are to God?
3. ___ ang mga kapitulo sa Libro ni Alma?
   How many chapters are in the Book of Alma?
4. ___ dugay ang biyahe pakadto sa mission home?
   How long is the drive going to the mission home?
5. ___ oras ang biyahe pakadto sa mission home?
   How many hours is the drive going to the mission home?
6. ___ dako ang pamilya nila?
   How big is their family?
7. ___ ka na?
   How old are you now?
8. ___ ang mga korbata nga ginabaligya nila?
   How much are each of the neckties they are selling?
9. ___ taas ang tatay mo?
   How tall is your dad?
10. ___ ang inyo mga miting sa Dominggo?
    How many meetings do you have on Sunday?

Companion

Speaking

G. Go to your local market on a preparation day to buy some fresh produce, fish, or meat. Ask around to find the best prices and best quality of food sold by the various vendors.

H. With your companion, take turns asking each other and answering questions based on the situations below. Continue until you have both asked and answered at least 10 questions total using pila, tag-pila, ika-pila, pila ka bilog, or ano ka-.

1. You are at the local market purchasing food and supplies for the week.
2. Setting, recording, and reporting your goals and progress.
3. Talk about yourselves and your families.
4. Talk about the investigators and members in your current area.

Listening

I. During your lessons, ask qualitative questions to get an idea of how interested or engaged your investigators are in the teachings. Listen to the types of responses you receive and adjust your teaching to better help meet the needs of your investigators.

J. Take inventory of the missionary supply closet in your area. Ask your companion about how many books and pamphlets are remaining. Take turns asking and answering questions about supplies. Make a list of things, including exact quantities, that need to be ordered through mission leaders and restocked for your area.

Reading

K. Read the section "How to Begin Teaching" in chapter 10 of *Preach My Gospel*. Think about what role the principles from this section could play in teaching someone for the first time. After you feel like you have an understanding of the section and how it relates to the Hiligaynon grammar principles in this chapter, role play a teaching scenario where you are contacting someone for the first time.

Writing

L. Read Alma 11:3–19 and answer the following comprehension questions. Work carefully with your companion to answer the questions.

1. Pila ka bilog ang senine sa isa ka seon sang bulawan?
2. Pila ka bilog ang seon sa isa ka shum sang bulawan?
3. Pila ka bilog ang senum sa isa ka ezrom sang pilak?
4. Ano ka dako ang isa ka limna?
5. Ano ka dako ang isa ka omni?

Group

Speaking

M. Brother Delosantos is the only member of his family who is not yet a member of the Church. The rest of his family is very active. He has a smoking addiction. Today, you will be teaching him about the Word of Wisdom. Determine if he has any other addictions and the frequency with which he uses these substances. Commit him to follow the Word of Wisdom. Be specific in how many cigarettes he should cut back on using until he is able to quit smoking completely. The same applies for drinking coffee and alcohol.

N. While riding a jeepney to district meeting, you feel prompted to talk to the person sitting across from you and your companion. You come to learn that she is a less-active member living in your area that is interested in returning to church. Seeing this as a missionary opportunity, you start a conversation with her. See what role religion has played in her life overall. Ask her if she knows of anyone that would be interested in hearing more about the gospel of Jesus Christ. Then ask questions about those she refers. Plan to visit her and her family within the week.

Listening

O. Invite a member to share their conversion story with your district. Listen carefully and consider asking them questions related to frequency of events, such as how many times the missionaries taught them, how long it took them to receive an answer about the Book of Mormon, or how many days it took them to give up an addiction. Write down what you learned from their responses. See how their responses relate to those that you are currently teaching.

P. With your companion, talk about the characteristics of someone who is genuinely interested in your message. Contrast that example with someone who listens to your message because they want to be nice to you, are afraid of offending you, or are too shy to tell you that they aren't interested. Taking turns with your companion, take the role of an investigator who is either interested or disinterested. Have your companion ask questions to gauge where you are at in terms of genuine interest in the message of the restored gospel of Jesus Christ. After your practice, discuss with your companion how you can help your current investigators who may be less-interested in the gospel to become more invested in your message.



Reading

Q. Scenario: A recent convert (name) is discouraged and concerned that he is not progressing fast enough in the gospel. He asks you what he must do in order to progress spiritually. Based on the suggestions that you give him, he asks a follow up question about how frequent he should do those things. Look up scriptures that you think could help this investigator to know what he should do and how many times he should do each of those things in a day. Example: 3 Nephi 18:15. Look for more examples in the scriptures that could help your recent convert.

Writing

R. Make a list of things that you need to do daily to progress spiritually. Write down how many times you do each of these things in a day, then ask your companion how many times he or she does each of these things in a day. Afterwards, make goals for how you can improve, not only focusing on quantity, but also quality. As appropriate, discuss the things you come up with as a group.

Making Comparisons

Examples

When we (inclusive) fast, we (inclusive) are **more** receptive to the Spirit.	Kon magpu-asa kita, **mas** mabatyagan naton ang Espiritu.
Many have felt **that same** feeling.	Madamo ang mga tawo nga nakabatyag sang **amo man** nga balatyagon.
The Nephites were **more** righteous **than** the Lamanites at that time.	**Mas** matarong ang mga Nefinhon **sangsa** mga Lamanhon sa ina nga panahon.
Heavenly Father and Jesus Christ are **not the same** beings.	Ang Amay nga Langitnon kag si Jesucristo, **indi pareho** nga mga persona.

Explanation

In Hiligaynon, specific words are used when making comparisons. This chapter reviews meanings of these comparison words and the sentence structure needed when using comparison words.

Equality and Similarity

Pareho/Parehas

Pareho/parehas (Spanish) literally translates to the same as. It is commonly used to suggests two things are equivalent or alike. When using *pareho/parehas*, use either of the three following patterns:

1. PAREHO/PAREHAS + ANG NOUN/PRONOUN (focus of comparison) + SA + NOUN/LOCATION FOCUS PRONOUN (the thing or person compared to focus)

2. PAREHO/PAREHAS + ANG + NOUN/PRONOUN + KAG + NOUN/PRONOUN (both nouns are equivalent)

3. PHRASE + PAREHO/PAREHAS + SA + NOUN/LOCATION FOCUS PRONOUN (thing being compared to).

Type	Examples
1	**Pareho** sila sa mga Nefinhon sadto. *They are the* **same** *as the Nephites were.*
2	**Pareho** si Jesucristo kag Diyos Amay sa ila katuyoan. *Jesus Christ and God the Father are the* **same** *in Their purpose.*
3	Gusto ko mangin mabakod **pareho** sa ila. *I want to become strong* ***like*** *they are.*

Kasubong

Kasubong is used to make comparisons of similarity. It does not necessarily mean equivalence. The following pattern is used with *kasubong*:

- DESCRIPTIVE PHRASE + KASUBONG + SANG + NOUN

Examples

Indi sila malipayon **kasubong sang** mga masinulundon. *They aren't happy* ***like*** *those that are obedient.*	Ang iya hitsura **kasubong sang** kilat. *His visage was* ***like*** *lightning.*

Amo

Amo doesn't have a single English equivalent, however, it is often used when making comparisons. Frequently it implies things are the same or similar without explicitly stating the comparison. Rather, the comparison is inferred contextually. It follows the following patterns:

- AMO + ANG NOUN/PRONOUN
- AMO + 'NA/'NI + KA + ADJECTIVE + ANG NOUN

Examples

Amo 'ni (ini). This is it. (the same that is)	**Amo** ang ginatudlo namon sa imo. *That is (the same as) what we are teaching you.*
Amo 'na kadako ang balay niya. His/her house is that big.	Ano kadamo ang gusto mo? **Amo** 'ni kadamo. *How much do you want? This much.*

Inequality

Mas (sangsa)

Mas (Spanish) is used to express more. When used in more than comparisons, *sangsa* is used to express than. You may occasionally hear *kaysa* used instead of *sangsa*. While this is correct, be aware that *kaysa* is more associated with Tagalog than Hiligaynon. Use the following patterns when using *mas* and *sangsa* in sentences:

- MAS + ADJECTIVE + ANG NOUN/PRONOUN
- MAS + ADJECTIVE + ANG NOUN/PRONOUN + SANGSA + NOUN/LOCATION FOCUS PRONOUN

Examples

Mas taas siya. *He is tall**er**.*	**Mas** malayo ang balay nila. *Their house is farth**er** away.*
Mas masinulundon ang mga Nefinhon **sangsa** mga Lamanhon. *The Nephites are **more** obedient **than** the Lamanites.*	Mas dako si Elder Smith **sangsa** iya kaupod. *Elder Smith is big**ger than** his companion.*

Labaw (pa)

Labaw is used to express more, above, or excess. When using *labaw* in sentences, use the following pattern:

- LABAW + PA + ANG NOUN/PRONOUN + SANGSA/SA* + NOUN/PRONOUN

***Note:** While *sangsa* is technically grammatically correct, *sa* is generally more common in spoken Hiligaynon.

Examples

Labaw pa Siya sa amon. *He is **greater than** we (exclusive) are.*	**Labaw pa** ang iya kasilak sangsa udtong-adlaw. *His luster was **above** that of noon-day.*
Indi **labaw pa** ang bana sa iya asawa kag ang asawa indi **labaw pa** sa iya bana. *The husband is not **above** his wife and the wife is not **above** her husband.*	Ginkaon niya ang bunga nga matam-is **labaw pa** sa tanan. *He ate the fruit that is sweet**er above** all else.*

Note: The particle *pa* can be used with other adjectives in place of *labaw* to suggest an inequality between two nouns.

Gamay pa ini sangsa iya. *This is **smaller** than his/hers.*	**Dako pa** siya sa akon. *He/she is **bigger** than me.*

Activities

Personal



Speaking

A. Think about the lessons that you have planned to teach today. Based on one of the lessons, choose a personal story or experience that you would like to share. Practice following these steps out loud to help you create your own application stories.

1. Choose a point of doctrine that you want to share with your investigator and think of any experience that you have had relating to that point of doctrine.
2. Study and find the words you'll need to know in order to share your experience. Write down your experience (in Hiligaynon) and practice sharing the story until you are able to do it without your notes.
3. Connect the doctrine to your story using the grammar learned in this section.
4. Combine the doctrine, the experience, and the comparison, and practice sharing it with a native speaker. Get feedback on how to improve your comparison.



Listening

B. While at church, listen to all of the different comparisons that are used by the speakers to teach doctrinal principles. Write down some of these comparisons in your language notebook.



Reading

C. On a separate sheet of paper, write all of the comparative phrases in the following scriptures. The number in parentheses shows how many are in each scripture.

1. 1 Nephi 1:9 (1)
2. Jacob 3:7–8 (2)
3. Mosias 2:27 (1)
4. Alma 62:6 (1)
5. 3 Nephi 27:27 (1)

D. Read 1 Nephi 2:9–10. What does Lehi tell his sons, Laman and Lemuel, to be like? Check your answers.

1. Laman:
2. Lemuel:

Writing

E. Translate the following phrases into English. Use a dictionary or other resources. Check your answers.

1. Pareho sa ila.
2. Subong sang mga Nefinhon
3. Mas masinulundon.
4. Amo 'ni kadako ang manghod ko.
5. Mas malipayon ang matarong sangsa mga malain.
6. Mas nami ang tiyempo subong sangsa kagina.
7. Amo man gihapon.
8. Dako pa siya sa akon.

F. For each word below, write a metaphor or simile in Hiligaynon using the comparison words from this section. Try to use a variety of comparison words throughout this activity. Being able to relate common objects to other ideas that you are trying to convey can be an effective way to connect with those that you teach. Consider how you can use these types of comparisons to help the message become more clear and personal for particular investigators that you are teaching. (Example: Seed- Ang pagtuo naton, daw pareho sa isa ka gamay nga binhi. Our faith is like a little seed.)

1. Ship/boat
2. Bamboo
3. River
4. Mountain
5. Carabao
6. Human body
7. Sugarcane
8. Fire

Companion



Speaking

G. With your companion, create a list of individuals or groups of people whose stories are found in the scriptures. Take turns creating phrases that compare these figures from the scriptures to each other. Discuss the phrases you make as you go on. Make at least seven sentences each. (Example: Mas masinulundon si Nephi sangsa iya nga mga magulang. Nephi is more obedient than his older siblings.)

H. Below are a few concepts in the Church that differ from the popular practices and beliefs of the Filipino culture. Practice comparing and contrasting the following beliefs and practices to your companion in a manner that is simple and easy to understand. Afterwards, ask one of the Church leaders in your area how they explain the difference for each (since they will have most likely explained these differences many times beforehand).

1. praying to Heavenly Father vs. praying to Mary, Saints, ancestors, spirits, etc.
2. pastor vs. missionary vs. priest
3. heaven and hell vs. kingdoms of glory
4. worshipping at home or a shrine vs. going to church
5. self-crucifixion/shaming/punishment vs. repentance
6. views on the Trinity and other deities vs. The Godhead



Listening

I. In preparation for an upcoming lesson with a recent convert family, ask them to study lesson 3 in *Preach my Gospel*: The Gospel of Jesus Christ. Consider assigning specific scriptures for them to study in preparation for the lesson. While teaching, ask them to describe what the Spirit feels like to each of them. In addition, ask them to describe an experience where they felt the influence of the Holy Ghost. Pay attention to the use of comparisons as they describe the difference between having the Spirit as a constant companion, and not having the Spirit as a constant companion. In your language notebook or planner, write down things that you felt were profound from descriptions and experiences.

J. Visit an active member and plan to teach about member missionary work. Ask the member to describe what the Spirit feels like to them, as well as an experience when they have felt the Holy Ghost influence them in their life. Pay attention to how they use comparisons in describing the times that they have felt the Spirit. Make notes of their description and experience in your language notebook. Invite them to join you in teaching a particular investigator that you are teaching sometime that week. Ask them to take part in the lesson by sharing what they shared with you about the importance of the Holy Ghost in their life.

Reading

K. Read and study Alma 40:11–14. These scriptures describe the two opposing states of the wicked and the righteous in the spirit world. Practice using these scriptures with your companion to teach about the plan of salvation. Use comparisons to distinguish between the righteous and the wicked, as well as spirit paradise and spirit prison.

Writing

L. Share with your companion about some of the people that you have taught in your previous areas. Consider including information about the size of the wards or branches in which you've served, and your previous apartments. As your companion shares, write down the names of the different areas and ways that they are similar or different to your current area. Give each other three to five examples of similarities or differences for each area talked about. Be sensitive and careful not to speak negatively of your previous or current area. If you are serving in your first area, talk about your home town and have your companion draw similarities and comparisons to your hometown and current area.

Group

Speaking

M. The Savior often taught in parables or comparisons. To follow His example, give each companionship a few nouns and have them come up with a parable or analogy to help teach a principle of the gospel. Once the preparation is over, have companionships practice teaching the group. As you listen to each companionship teach, write down the comparisons and any adjectives used to describe the parable.

N. Scenario: John Rey has been an investigator for many months now. He hasn't had the courage to talk with his parents about getting baptized. He is 19 years old and has a strong testimony but is afraid of what his parents will say if he tells them about his desire to be baptized into another religion. Have one missionary take the role of John Rey, while the other takes the role of the missionary. The missionary selects and shares a scripture story that he feels will help increase John Rey's faith and give him courage to share his feelings about the restored gospel of Jesus Christ with his parents. When you finish, ask for feedback and switch roles with your companion.

Listening

O. Invite a few active members to one of your district meetings. Choose members who were taught by missionaries and are converts to the church. Ask them to share with the group how their lives have changed since they joined the Church. Listen as they compare their former life to their current life, paying special attention to their word choice as they compare and contrast their lives before and after being taught by the missionaries. After they are finished, summarize what they just told you by using similar comparison words to the ones that they used. Then, ask them about somebody whose life would be benefited from the changes that they just described in their own lives. Promise to contact the referral as soon as possible, and make a plan with your companion to follow through with that promise. Invite the member to join you in meeting and teaching their friend and to share the feelings and experiences that they have recently shared with the group in the lesson with the referral.

P. Compare Filipino culture to your native culture. Have each person in the group share something that is either similar or different from their native culture. Avoid any negative comparisons, but rather look at aspects of the culture that are harmonious with "gospel culture." Write the list on the board so that everyone can see it. Pay attention to the words used to compare the different cultures. Write down in your notebook any new phrases that you learned.

Reading

Q. The Book of Mormon contains many chapters on warfare. These chapters illustrate many gospel principles which are applicable to a wide variety of situations, especially in dealing with things of spiritual nature. Read Alma 50:1–4 on the fortifications made by Moroni to defend against the Lamanites. After reading this section, discuss the following open-ended questions as a group. Write down any insights you gain from this activity.

1. What comparisons can be made to the fortifications made by Moroni?
2. What analogy can be made to the ridges of earth? Works of timbers? Frame of pickets?
3. What could the towers overlooking the works of pickets represent?

Writing

R. Set goals as a group for the upcoming month. During your meetings each week, take time to give a progress report concerning the goals that have been set. Compare and contrast changes in goals and actual progress. Record this information in your planner each week.

Superlatives and Adjective Intensifiers

Examples

She was **exceedingly** fair and white. (1 Nephi 11:13)	**Tuman** sia kaanyag kag kaputi.
It is the **most** desirable above all things. (1 Nephi 11:22)	Ini ang **labing** tilinguhaon labaw sa tanan nga mga butang.
I cannot say the **smallest** part which I feel. (Alma 26:16)	Indi ko masiling ang **pinakadiutay** nga bahin nga akon ginabatyag.
Therefore, ye must always pray unto the Father in my name. (3 Nephi 18:19)	Gani, kinahanglan **gid** kamo nga magpangamuyo sing dalayon sa Amay sa akon ngalan.

Explanation

In Hiligaynon, superlatives are used when saying that something is the "most" when compared to something else. Adjective intensifiers are used to increase the intensity or degree of adjectives or adverbs.

Superlatives

To form superlatives in Hiligaynon, add the prefix *pinaka-* to any adjective root you wish to modify. See chapter 10 "Adjectives and Adverbs" for a review of adjectives.

Examples

pinaka + buot *nic**est***	**pinaka** + tahum ***most** beautiful*	**pinaka** + importante ***most** important*	**pinaka** + mahal ***most** valuable/expensive*

Superlatives can be used in the same ways common adjectives are used (chapter 10, "Adjectives and Adverbs"). The following examples illustrate using the simplest of structures (i.e., predicate-subject [chapter 4)] and identification statements [chapter 11]).

Examples

***Pinakamataas** ang selestyal nga ginharian. *The celestial kingdom is **highest**.*	Si Jesucristo ang **pinakamaayo** nga ehemplo. *Jesus Christ is the **best** example.*

Note: In Hiligaynon, there is no affix to express something is least. Use the superlative form of the antonym to express the least of something.

Adjective Intensifiers

There are various adjective intensifiers in Hiligaynon. Some of these are formed through repetition or by adding certain words or prefixes.

Gid

The most generic intensifier is the particle *gid*. When added after any word, it amplifies that word to a higher level or greater intensity. Sometimes it can be translated to "very" or "really." This is contrasted with the softener *lang*. See chapter 26, "Emphatic Particles and Second Position," for further study.

Examples

Hamot **gid** ang ginaluto mo, elder! *What you are cooking smells **really** good, elder!*	Daw kapoy **gid** si Bishop subong. *Bishop looks **really** tired right now.*

Sobra/Labi

When *sobra* (Spanish) and *labi* (Hiligaynon) stand alone, they are adjectives which roughly translate to "in excess," "above and beyond," or "to a high degree." When linked to other adjectives, they signify an abundance or excessive amount (of that adjective). Use the following formula to modify adjectives using sobra/labi:

- SOBRA + NGA + ADJECTIVE
- LABI + NGA + ADJECTIVE

Sobra and *labi* along with the linker *nga* are often contracted to *sobrang/labing*.

Examples

labing budlay ***excessively** difficult*	**sobrang** buot ***so** nice, **too** nice*	**sobrang** busog ***too** full (after eating)*	**sobrang** tugnaw ***too** cold*

Labing manamit ang bunga nga ginkaon ni Lehi. *The fruit Lehi ate was **exceedingly** delicious.*	**Labing** malahalon kita sang aton Amay sa Langit. *We (inclusive) are **greatly** loved by our Father in Heaven.*
Sobrang *malayo ang balay nila.* *Their house is **exceedingly** far away.*	**Sobrang** init diri! *It is **excessively** hot here!*

Note: *Ilabi na gid* is a common phrase using both the root word *labi* and the intensifier *gid* to mean especially.

Gusto ko mabisita kay Perlita, **ilabi na gid** kay mabunyagan siya buas. *I want to visit Perlita, **especially** because she will be baptized tomorrow.*	Namit ang tanan nga ginaluto niya, **ilabi na gid** ang adobo niya. *Everything she cooks is delicious, **especially** her adobo.*

Tuman

Tuman is used preceding adjectives with the prefix *ka-* to denote the adjective is "sufficient," "satisfactory," "above the mark," or "enough" in terms of degree or intensity. *Tuman* expresses that the noun being described completely fulfills the adjective. *Tuman* as an adjective modifier is most common in scriptural language. Follow the following pattern when using *tuman*:

- TUMAN + KA + ADJECTIVE

Examples

tuman kadako ***so** great, full, big **enough***	**tuman ka**bakod ***exceedingly** strong*	**tuman ka**tahum ***very** beautiful, exquisite*	**tuman ka**dasig ***exceedingly** fast, **very** fast*

Kag may **tuman ka**damo nga mga manalagna sa tunga namon. (Enos 1:22)
*And there were **exceedingly** many prophets among us.*

Kag nagsugod sila nga mangin isa ka **tuman ka**pisan nga katawhan. (Alma 23:18)
*And they began to be a **very** industrious people.*

Gani ang ila mga tribo nangin **tuman ka**dako. (3 Nefi 7:4)
*Therefore their tribes became **exceedingly** great.*

Repetition

In Hiligaynon, when words or parts of words are repeated, it can change the meaning of the sentence. These repeated phrases can have one of the two following effects:

1. Emphasizes the adjective's intensity. Equivalent to saying very or really.
2. Creates a diminutive form of the word, meaning the status of the word or degree of intensity is minimized.

The meaning of reduplication is variable for specific words and follows complex rules that won't be detailed here. For practical purposes, when emphasis is being added through reduplication, a native speaker's tone of voice will offer clues that something is being emphasized. You will best be able to learn the meaning of specific words through expanding your vocabulary and by listening to native speakers. Additionally, the principles of reduplication can apply to other parts of speech such as verbs and nouns.

Examples

Diminutive (Intensity is Minimized)	Emphatic (Intensity is Maximized)
Init-init na diutay ang tubig. *The water is now a little **lukewarm**.*	**Dako-dako** sa imo ba! *You are **really** big!*
Madulum-dulum ang kwarto kay wala kuryente. *The room is **rather dim** because there is no electricity.*	**Todo-todo** ang ulan subong. *The rain is **intense**.*
***Mag-abot siya **dugay-dugay**. *He will arrive **shortly**.*	Ngaa ***dugay-dugay** ang istorya n'yo? *Why was your conversation **so long**?*

***Note:** In this example, the differences in meaning are to be inferred by context and intonation. When *dugay-dugay* is used to minimize intensity, it is typically said rather quickly. When *dugay-dugay* is used to maximize intensity, it is typically said in a more drawn out tone.

Activities

Personal

Speaking

A. Think about your family members or close friends. Try to write a few phrases that describe their characteristics using the vocabulary in this chapter. After writing down these phrases, practice saying each of them aloud. Have a native or experienced speaker check for correctness in pronunciation and sentence structure. Example: "Sa pamilya ko, si Tatay ang pinakamataas." (In my family, Dad is the tallest.)

Listening

B. Ask your companion or a native speaker to tell you his or her most favorite food, activity, or scripture. Listen to their response using superlatives to describe what they like most.

Reading

C. On a separate sheet of paper, write all of the modified adjectives or phrases signifying intensity in the following scriptures (in Hiligaynon). The number in parentheses shows how many are in each scripture. Discuss with your companion or a native speaker why those modified adjectives are used. Check your answers.

1. 1 Nephi 1:18 (1)
2. 1 Nephi 9:1 (1)
3. 1 Nephi 15:36 (3)
4. Alma 27:29 (1)
5. Ether 8:7–8 (2)

D. Read the following quote by Joseph Smith. How does this illustrate the importance of the Book of Mormon? Reflect on how well you use the Book of Mormon in your missionary efforts and make changes where necessary. The superlative is bolded.

"Ginsugiran ko ang mga kauturan nga ang Libro ni Mormon amo ang labing husto sa ano man nga libro sa duta, kag amo ang bato nga pamag-ang sang aton relihiyon, kag ang isa ka tawo magmangin mas malapit sa Dios paagi sa pagsunod sang mga pagsulundan sini, sangsa diin man nga libro."

"I told the brethren that the Book of Mormon is the most correct of any book on this Earth, and the keystone of our religion, and a man would get nearer to God by abiding by its precepts, than any other book."

Writing

E. On a separate sheet of paper, write at least one to two sentences for each of the following superlatives or intensified adjectives. Check your sentences with your companion or a native to get feedback.

1. Pinaka-importante
2. Sobrang makitid
3. Pinakauna
4. Pinakaulihi
5. Taas gid
6. Dako

F. Reflect on what you have learned and experienced on your mission so far. If you were to choose one thing, that would be the most important thing you wish you would have known when you started your mission, what would it be? Write this down in your journal in Hiligaynon. Repeat this activity periodically to see how your answers may change over time.

Companion

Speaking

G. Practice explaining the kingdoms of glory using superlatives and any other grammar and vocabulary you have learned. Include in your description an explanation of the types of people which reside in each kingdom. Use the intensifiers labi and tuman along with the superlative prefix pinaka-.

H. Open up to lesson 1 in chapter 3 of *Preach My Gospel*. Think of as many superlatives as you can that relate to this lesson. Use pinaka-, labi, and tuman to create your superlatives. Try to come up with 20 superlatives. Choose a few that you do not usually use when teaching, and try to use them the next time that you teach this lesson.

Listening

I. Practice reciting the First Vision in Hiligaynon to your companion. Listen for the different intensifiers used in Joseph Smith's description of the event. Understand the meaning of gid as it is used in this context.

J. Prepare a three-minute role play that teaches about the Restoration. Try to use at least five superlatives, and include one scripture reference from the Book of Mormon. Use this role play to prepare to teach a lesson you have planned about the Restoration.

Reading

K. Read Alma 32:42. This verse contains multiple examples of vocabulary from this section. Think of an investigator who could benefit from this verse. Using the grammar principles from this section and in this verse, describe the verse in your own words to your companion as if he or she were that investigator. Get feedback on your use of superlatives.

Writing

L. Imagine both you and your companion were asked by the branch president to speak in sacrament meeting on the same topic. The topic you are given is in Matthew 22:36–38, where Christ describes the greatest commandment. Discuss how you would coordinate your messages to make the meeting spiritual and instructive, without unnecessarily repeating ideas. Then, create outlines and content for your talks according to these plans.

Group

Speaking

M. In a conference address, Elder Dallin H. Oaks said, "As we consider various choices, we should remember that it is not enough that something is good. Other choices are better, and still others are best." Discuss as a group (in Hiligaynon) about some of the best practices and activities that you could be doing in your area. Set goals to improve the quality of your efforts by focusing on the most effective activities.

N. Write each of the following adjectives on the board for everyone in the group to read. For each adjective, come up with a sentence that uses the adjective as a superlative to describe someone or something that everyone in the group would be familiar with.

1. Malipay
2. Masubo
3. Mataas
4. Manubo
5. Madulom
6. Manami
7. Masanag
8. Dako
9. Gamay
10. Sagad magkanta

Listening

O. One person in the group will think of a person or thing that is easily recognizable by the other group members. Once this missionary indicates that they have chosen this particular person or thing, they will begin to describe him, her, or it using only superlatives or intensified adjectives. The first person in the group to guess who or what the speaker is describing will replace the speaker and repeat the process. Be sure to avoid negative or derogatory statements.

P. Take turns introducing your favorite scriptures to the group. Explain the scripture and why it is important to you. Be sure to use at least one intensifier or superlative in your introduction or explanation. Write down the scriptures that were shared that you would like to use in your teaching appointments.

Reading

Q. Read the following paragraphs. Discuss as a group how the principles in this section are applicable to missionary work. Superlatives and intensifiers are bolded.

"Pinalangga kong mga kauturan, mangin mas maayo para sa aton kon maghinay-hinay kita gawa, magpadayon sa pinakamaayo nga kadasigon para sa aton mga sirkumstansya, magsentro sang aton atensyon sa mga importante, buksan ang aton mga mata, kag makita sing matuod ang mga butang nga labing importante. Dapat sundon naton ang tiguna nga mga prinsipyo nga ginhatag sang aton Amay nga Langitnon sa Iya mga anak nga magapahamtang sang basehan sang bugana kag madinalag-on nga mortal nga kabuhi upod sang mga promisa sang wala'y katapusan nga kalipay. Ang mga ini magatudlo sa aton nga himuon 'ining tanan nga mga butang . . . sa kaalam kag kahusay; kay wala ginapangayo nga [kita] magadalagan sing madasig sangsa [kita] may kusog. [Apang] ginakinahanglan nga [kita] magmangin maukod, [kag] agud . . . madaug ang padya.' Mga kauturan, ang maukod nga paghimo sang mga butang nga labing importante magatuytoy sa aton sa Manluluwas sang kalibutan. Amo ina kon ngaa 'nagahambal kita nahanungod kay Cristo, nagakasadya kita kay Cristo, nagawali kita nahanungod kay Cristo, nagapanagna kita nahanungod kay Cristo . . . agud nga mahibal-an [naton] kon sa ano nga ginhalinan [kita] mahimo nga magpaabot para sa kapatawaran sang [aton] mga sala. Sa kakomplikado, kagamo, kag kadasigon sang moderno nga pangabuhi, ini ang 'mas maayo nga paagi.'" (Dieter F. Uchtdorf, "Parte sa Mga Butang nga Labing Importante" *Liahona*, Nobyembre 2010)

"My dear brothers and sisters, we would do well to slow down a little, proceed at the optimum speed for our circumstances, focus on the significant, lift up our eyes, and truly see the things that matter most. Let us be mindful of the foundational precepts our Heavenly Father has given to His children that will establish the basis of a rich and fruitful mortal life with promises of eternal happiness. They will teach us to do 'all these things . . . in wisdom and order; for it is not requisite that [we] should run faster than [we have] strength. [But] it is expedient that [we] should be diligent, [and] thereby . . . win the prize.' Brothers and sisters, diligently doing the things that matter most will lead us to the Savior of the world. That is why 'we talk of Christ, we rejoice in Christ, we preach of Christ, we prophesy of Christ . . . that [we] may know to what source [we] may look for a remission of [our] sins. In the complexity, confusion, and rush of modern living, this is the 'more excellent way.'" (Dieter F. Uchtdorf, "Of Things That Matter Most," Liahona*, November 2010)*

Writing

R. The three degrees of glory is a topic of doctrine that seems unconventional to many Christians. For this reason, many investigators may not understand the importance of striving to gain a celestial glory. Ask each member of the group to write a brief lesson outline of how to explain the significance of the celestial kingdom. Be sure to have each missionary emphasize (using superlative and intensifiers) how the celestial kingdom is greater than the other kingdoms. After each missionary has written down their lesson outline, the companionships will then compare outlines with each other. Then, the companionships will create an outline together, combining ideas in order to teach the topic in unity. Finally, each companionship will briefly teach the group. As a group, discuss the best parts of each description from the different companionships between the companionship demonstrations. Make a list on the whiteboard of the important points to cover when explaining. Challenge the group of companionships to continue to practice teaching this message in their companionship studies, and to focus on incorporating the important points that the group previously identified and discussed.

Review: Asking and Answering Questions of Quality and Quantity

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking and Answering Questions of Quality and Quantity

- Numbers
- Ano ka and pila ka
- Making Comparisons
- Superlatives and Adjective Intensifiers

Activities

Personal



Speaking

A. Review your key indicators and teaching records from the past few weeks. Answer the following questions aloud to yourself in Hiligaynon.

1. How often did you teach with a member present?
2. How often did you contact received referrals?
3. How often did you extend an invitation?



Listening

B. Write down a list of numbers that you hear throughout the day. Try to get a good variety (time, peso amounts, ordinals, and cardinals). Write the numbers or amounts in both Hiligaynon and Spanish. Determine which is more appropriate (Hiligaynon or Spanish) for the context you encountered it in. Practice saying those numbers in a sentence. Look up any numbers that you do not know how to say. Evaluate yourself by listening to native speakers and making any necessary changes to sound more like a native speaker.



Reading

C. Alma 11 sets forth the Nephite monetary system. Read through the chapter and the description of Nephite currency, then do your best to use Hiligaynon to compare the Nephite currency to the Philippine peso based on a day's wage for a judge or similar position. Don't be overly concerned with precision because whatever comparison you make will only be a rough estimate for illustrative purposes. Once you have come up with a comparative value, read the story again, including the offer by Zeezrom, and share what you have learned with your companion.

D. Read aloud the following paragraphs. Focus on pronunciation, not necessarily on the meaning. Read the paragraphs several times until it flows naturally and fluidly. Ask others for feedback on your pronunciation. Identify three pronunciation errors and make plans to practice correcting these in your next language study. Functions from this section in the paragraphs are in bold.

"Wala sapayan sa aton mga sayup, mga kakulangan, mga pagtalang, kag mga sala, ang Pagpasag-uli ni JesuCristo nagatugot sa aton nga maghinulsol, maghanda nga magbalik kag magbaton sang walay tupong nga mga bugay nga ginpromisa sang Dios—ang mangabuhi sang padayon upod sa Amay kag sa Anak sa pinakamataas nga himaya sang selestiyal nga ginharian.
"Karon subong sa nabal-an sang tanan, wala sang makalikaw sa kamatayon; busa, ang aton malawig-sa-panahon nga kalab-uton kag plano amo nga kon kita magbalik sa aton Langitnon nga Amay, kita magabaton sang tanan nga Iya ginplano para sa kada isa sa aton.

"Nagapamatuod ako- wala na sang mas dakung kalab-uton sa mortalidad sangsa mangabuhi sing padayon upod ang aton Langitnon nga Mga Ginikanan kag ang pinalangga nga Manluluwas, si Ginuong JesuCristo. Apang ini mas kapin sangsa aton lamang nga kalab-uton—ini man ang Ila kalab-uton. Sila perpekto nga nagapalangga sa aton, mas gamhanan sangsa bisan ano nga aton sarang mahangpan. Sila lubos kag padayon sa katubtoban nga nasantu sa aton. Kita ang Ila buluhaton. Ang aton himaya, Ila himaya. Mas kapin sa tanan, luyag Nila nga kita makapauli—mag balik kag mag baton sang walay katapusan nga kalipayan sa Ila presensya.
"Palangga ko nga mga kautoran, sa isa ka simana, magasaulog kita sang Palm Sunday—pagsaulog sa madinalag-on nga pagsulod ni Cristo sa Jerusalem. Sa duha ka simana, kita magasaulog sang Easter Sunday—pagsaulog sa kadalag-an sang Manluluwas labaw sa kamatayon.
"Samtang ginatumod naton ang aton atensyon sa Manluluwas sa sining pinasahi nga mga Domingo, dumdumon naton Sia kag magbag-o liwat sang aton bug-os kabuhi nga panaad sa pagtuman sang Iya mga sugo. Usisaon naton sang madalum ang aton mga kabuhi, maghimo sang aton mga kalab-uton kag magtumod sang aton mga plano nga santu sa iya sang Dios sa paagi nga sa ulihi kita may pribilihiyo nga magbalik kag magbaton—nga amo ang akon kubos nga pangamuyo sa ngalan ni JesuCristo, amen." (Elder M. Russell Ballard, "Magbalik kag Magbaton" Pangkabilugan nga Komperensya, Abril 2017)

"Despite our mistakes, shortcomings, detours, and sins, Jesus Christ's Atonement allows us to repent, prepared to return and receive the matchless blessings God has promised—to live forever with the Father and the Son in the highest degree of the celestial kingdom.
"Now as you all know, no one will escape death; therefore, our long-term goal and plan should be that when we return to our Heavenly Father, we will receive all that He has planned for each one of us.
"I testify there is no greater goal in mortality than to live eternally with our Heavenly Parents and our beloved Savior, the Lord Jesus Christ. But it is more than just our goal—it is also Their goal. They have a perfect love for us, more powerful than we can even begin to comprehend. They are totally, completely, eternally aligned with us. We are Their work. Our glory is Their glory. More than anything else, They want us to come home—to return and receive eternal happiness in Their presence.
"My dear brothers and sisters, in one week, we will celebrate Palm Sunday—commemorating Christ's triumphal entry into Jerusalem. In two weeks, we will celebrate Easter Sunday—commemorating the Savior's triumph over death.
"As we focus our attention on the Savior during these two special Sundays, let us remember Him and renew our lifelong commitment to keeping His commandments. Let us look deeply into our own lives, setting our own goals and focusing our plans to align with God's in a way that will ultimately lead us toward our precious privilege to return and receive—which is my humble prayer in the name of Jesus Christ, amen." (Elder M. Russell Ballard, "Return and Receive" *Ensign*, April 2017)

Writing

E. On a separate sheet of paper, write down the appropriate number (in Hiligaynon) or quantitative/qualitative phrase to complete each sentence. Check your answers.

1. ___ ang plete pakadto sa Fortune Town?
How much is the travel fare going to Fortune Town?
2. ___ si Tatay. (___ ang edad ni Tatay.)
Dad is 46. (Dad's age is 46.)
3. Sila ang ___ mga tawo sa kalibutan.
They were the first people on earth.
4. ___ dako ang damang nga nakita mo?
How big was the spider that you saw?
5. ___ ang mga miyembro sang Simbahan sa bilog nga kalibutan.
There are millions of members of the Church over the whole earth.
6. Magbasa kita sa ___ nga Libro ni Nefi, kapitulo ___, bersikulo ___.
We will read in 2 Nephi 2:25.
7. ___ oras ang biyahe?
How many hours is the trip/travel?
8. ___ ang lamharon nga mga soldado nga nagsunod kay Helaman.
The stripling warriors that followed Helaman were 2000.
9. ___ ang timbang mo?
How much do you weigh?
10.___ ang sio mai?
How much is it per dumpling?

F. Translate the following sentences into Hiligaynon. Check your answers.

1. I am the third oldest child.
2. Brigham Young was older than Joseph Smith.
3. I weigh about 72 kilograms.
4. The Bible is longer than the Book of Mormon.
5. God the Father, God the Son, and God the Holy Ghost are not the same personages.
6. Her hair is like that.
7. How old is your (singular) oldest child?
8. Where are you (singular) in birth order?
9. There are thousands of missionaries in the Philippines.
10. How much does a bottle of water cost?

Companion

Speaking

G. Make a list of five people from the scriptures. Make a list of adjectives. Practice creating sentences using superlatives, intensifiers, and comparatives to describe these people. Once you have completed the activity for at least five people, choose one of the people from the list whose story you feel could inspire or help one of your investigators. Study vocabulary that would help you tell that person's story. Teach a five-minute lesson to your companion as if he or she were your investigator. Make sure to include any sentences with comparatives or superlatives. Ask for feedback from your companion.

H. Practice teaching one of the following lessons together using ordinal numbers to describe steps of a procedure or some other type of order.

1. How to Pray
2. The Gospel of Jesus Christ
3. The Ten Commandments
4. Repentance

Listening

I. At a specific time each week, during weekly planning for example, discuss with your companion one another's goals and progress. Use numbers and comparisons during the discussion. Take note of the things your companion expresses during this time and work together to continue to improve.

J. When visiting a member's home, ask about their conversion experience. Ask not only about the events in the story, but also about the frequency of certain steps: How often did missionaries visit? How frequently did they study from the Book of Mormon? How regularly did they attend Church? How often did they pray, with or without the missionaries? Also, take note of any comparisons made by the member.

Reading

K. Study the following stories from the Bible and practice teaching the stories to each other. As you tell the story, include as many numerical details that you can based off of the scriptural text. Ask each other questions as you teach, especially questions that relate to comparisons and qualities.

1. The Ten Virgins (Matthew 25:1–13)
2. The Ten Lepers (Luke 17:11–19)
3. The Lost Sheep (Luke 15:4)
4. Feeding the 4,000 (Matthew 15:29–39)
5. Feeding the 5,000 (Mark 6:30–44)

Writing

L. Write down 10 things that describe the Book of Mormon and 10 things that describe the Bible. Refer to chapter five of *Preach My Gospel*. Create 10 sentences that compare and contrast the Book of Mormon and the Bible. Share them with your companion. Get feedback on your use of comparatives and superlatives.

Examples

Book	Description	Sentences
Ang Libro ni Mormon	Labing husto	Ang Libro ni Mormon amo ang labing husto nga libro sa ano man nga libro sa duta.
	Kaanggid sang sa Biblia	Ang Libro ni Mormon kaanggid sang sa Biblia.
Ang Biblia	Mga propeta	Mas damo ang mga propeta sa Biblia sangsa Libro ni Mormon.
	Nagaunod sang ebanghelyo	Nagaunod man ang Biblia sang ebanghelyo ni Jesucristo.

Group

Speaking

M. Your investigator asks you why he needs the Book of Mormon when the Bible is such a great book. How do you respond? Prepare a five-minute lesson to answer the question. Study "The Book of Mormon and the Bible Support Each Other" (*Preach My Gospel*, 106). Teach your companion or native speaker this lesson. Get feedback on your use of comparatives and superlatives. Take note of useful sentences or phrases that you can use to help your investigators.

N. As a district, see how fast you can count to 100 by counting in multiples of five. Try it again by counting by multiples of three, four, and six. See if you can complete this activity using both Hiligaynon and Spanish numbers.

Listening

O. Have one missionary think of an item (or group of items) that they he or she will say a qualitative or quantitative statement about. Have the missionary tell the group his or her qualitative or quantitative statement. In response, let another missionary ask a qualitative or quantitative question that would correspond to the original statement.

Example

Item	Original Statement Missionary #1	Question Missionary #2
Kwarto	Dako gid ang kwarto.	Ano kadako ang kwarto?

P. At the beginning of the week, set goals with your district that are both quantitative and qualitative. Establish plans as to what action will be taken to complete these goals, and how you will measure the actions. Discuss, write, and follow up on your goals in Hiligaynon, using the grammar principles from this section.

Reading

Q. Read the story of the 2,000 stripling warriors as a district, and discuss what attributes the stripling warriors possessed that allowed them to have the strength of the Lord with them (see Alma 53:16–22, 56:3–10, 44–48, 57:19–27).

Writing

R. Make a list of the best things that we should be doing daily in order to progress spiritually. Write down how many times you do each of these things in a day, then have a discussion with your companion on how often he or she is doing these things. Afterwards, make goals for how you can improve. Ask your companion to share their goals with you as well.

Asking and Answering Questions of Cause and Effect

Purpose

This function will help you talk about what is happening or what we need to do; for example, what does God cause to happen, or what happens as a result of an action. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- I repent because I want to be like Christ. (Conjunctions and Compound Sentences)
- God and Jesus Christ appeared to Joseph Smith. (Causative Conjugation: *-pa-*)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that these principles will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- "The Great Apostasy" (Why was there a Great Apostasy?)
- "The Restoration of the Gospel of Jesus Christ through Jesus Christ" (What would have happened without the Restoration? List the doctrines that were restored by Joseph Smith.)
- "The Book of Mormon: Another Testament of Jesus Christ" (What are the most important principles taught in the Book of Mormon? How did people react to preaching of the prophets?)
- "Agency and the Fall of Adam and Eve" (What did God command Adam and Eve to do/not do?)
- "The Resurrection, Judgment, and Immortality" (What will happen when we are judged?)
- "Through Christ We Can Be Cleansed from Sin" (We can't be cleansed from our sins unless what?)
- "Faith in Jesus Christ" (What do we believe when we have faith?)
- "Repentance" (What will happen if we don't repent?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- "Extend Commitment Invitations" (What blessings will they receive after they have kept their commitment?)
- "Use the Scriptures" (How would the scripture apply to the life of the investigator?)

Conjugations and Compound Sentences

Examples

Baptism is ordained of God **and** must be performed by His authority.	Ang bunyag ginbuot sang Diyos **kag** dapat pagahimuon paagi sa lya awtoridad.
I know **that** . . .	'Kabalo ako **nga** . . .
God gives us (inclusive) commandments **to (in order to)** protect us.	Nagahatag ang Diyos sang mga sugo sa aton **agud** protektahan kita.
We (inclusive) can know the Book of Mormon is true **if** we (inclusive) pray.	Mahibal-an naton **nga** matuod ang Libro ni Mormon **kon** magpangamuyo kita.

Explanation

There are several ways to create compound sentences in Hiligaynon. This section explores using the following to create compound sentences:

- Conjunctions (*and, but, or, so, if, because, etc.*)
- The Linker: *nga*

Conjunctions

Conjunctions are words that connect words, phrases, or clauses together. Following is a table of common conjunctions in Hiligaynon:

kag *and*	ukon/o *or*	pero/apang *but*	samtang *while/during*
bisan/maskin *even though*	kon *if*	tungod/bangod (sa), kay *because*	para/agud *in order to, so that*

Note: The conjunctions explained in this chapter are not representative of all conjunctions found in the Hiligaynon language, but only the most common. Be aware as you study that there are more ways to construct compound sentences than what is presented here.

Examples

Simple Sentences	Compound Sentences
Nagpangamuyo ako sa Diyos. *I prayed to God.*	Nagpangamuyo ako sa Diyos **kag** nagsabat Siya sa akon pamangkot. *I prayed to God **and** he answered my question.*
Nagsabat Siya sa akon pamangkot. *He answered my prayer.*	
'Kabalo ako nga palangga kita sang Diyos, **pero** wala ako 'kahibalo sang tanan. *I know God loves us (inclusive), **but** I don't know everything.*	
Hilway kita magpili **kon** magbaton kita sang ebanghelyo **ukon** indi. *We (inclusive) are free to choose **if** we (inclusive) will receive the gospel **or** not.*	
Madamo ang mga doktrina nga ginbag-o **ukon** nadula sang napatay ang mga Apostoles. *A lot of doctrine was changed **or** lost when the Apostles died.*	
Ginpahalin si Adan kag si Eva sa hardin **bangod** ginkaon nila ang gindumilian nga prutas. *Adam and Eve were forced out of the garden **because** they ate the forbidden fruit.*	
Bisan ginsugo sila sang Diyos nga indi dapat magkaon sang prutas, nagkaon sila. ***Even though** they were commanded by God not to eat the fruit, they ate.*	

Note: In Hiligaynon, conjunctions and linkers are sometimes known as sentence restarters because you can change focus midsentence yet maintain understanding. Be careful about changing focus around conjunctions. If the focus is different from one clause to the next, make sure everything is marked properly in each clause. If the focus is the same, sometimes not every part of the sentence is included (i.e., actor, object, location, etc.) in both clauses. When in doubt, it is usually clearer to maintain the same focus throughout a sentence.

Kag and *Ukon*

Kag translates to "and." This is perhaps the most commonly used conjunction. ***Ukon*** translates to "or." The Tagalog version of this word is ***o*** and is commonly used in Hiligaynon in place of ***ukon***. Both ***kag*** and ***ukon*** are used to connect two or more clauses, and to form lists.

Examples

Si Jesucristo ang aton Manluluwas **kag** Manunubos. *Jesus Christ is our (inclusive) Savior **and** Redeemer.*	Diin kita magkadto karon? Kay Bishop **ukon** kay Miguel? *Where are we (inclusive) going later? To Bishop's **or** to Miguel's?*
Magbasa **kag** magpangamuyo parte sa mga gintudlo namon sa inyo. *Read **and** pray about the things we (exclusive) have taught you (plural).*	Pwede kita maghapit sa ila subong **ukon** pwede kita magbalik sa Biernes. *We (inclusive) can stop by now, **or** we (inclusive) can return on Friday.*

Pero/Apang

Pero and ***apang*** are both used to express the conjunction "but." They are interchangeable, however, ***apang*** is more formal and therefore most common in scriptural language. ***Pero*** is Spanish and is more common in everyday use.

Examples

Indi kita perpekto, **pero** paagi sa Pagbayad-sala ni Jesucristo pwede kita mangin pareho sa Iya. *We (inclusive) are not perfect, **but** through the Atonement of Jesus Christ, we (inclusive) can become as He is.*	Magbisita kami tani sa inyo kagina, **pero** wala gid tricycle sa paradahan. *We (exclusive) were hoping to visit you (plural) earlier, **but** there weren't any tricycles at all at the terminal.*
Apang ginpadala sang Diyos ang mga propeta agud magtudlo sang ebanghelyo sa aton. ***But** God sent prophets to teach us (inclusive) the gospel.*	Indi siya kabalo magbasa sing maayo, **pero** nagapamati siya sa pagbasa sang iya mga bata. *He/she doesn't know how to read well, **but** he/she listens to his/her children reading.*

Samtang

Samtang translates to "while," "as," or "during."

Examples

Samtang ginabasa ko ang Libro ni Mormon, ginasabat ang mga pamangkot ko. ***As** I am reading the Book of Mormon, my questions are answered.*	Magtinlo ako sang balay **samtang** nagaluto ka. *I will clean the house **while** you (singular) are cooking.*

Bisan/Maskin

Bisan and ***maskin*** translates to "though" or "even though." They are equivalent in meaning. Preference for one or the other will vary by location.

Examples

Bisan ginpili sang Diyos si Joseph Smith, indi siya perpekto. ***Even though** Joseph Smith was chosen by God, he wasn't perfect.*	Dapat kita gihapon maghinulsol **bisan** nabunyagan na kita. *We (inclusive) should still repent **even though** we (inclusive) have already been baptized.*

Kon

Kon translates to "if" or "when" and is commonly used for conditional statements (i.e., if-then statements). See chapter 25, "Different Forms of When" for more examples of how to use ***kon***.

Examples

Kon mabunyagan ka na, makabaton ka sang dulot sang Balaan nga Espiritu. ***When*** *you (singular) are baptized, you (singular) will be able to receive the gift of the Holy Ghost.*	**Kon** wala tricycle sa paradahan, maglakat na lang kita. ***If*** *there aren't any tricycles at the station, we (inclusive) will just walk.*

Tungod/Bangod (sa)

Tungod and ***bangod*** can both translate to "because." In modern spoken Hiligaynon, ***tungod*** and ***bangod*** are generally followed by a sa marker when preceding a pronoun or noun, otherwise, it appears alone. An alternate usage common in the scriptures uses the sang marker instead of the sa marker for common nouns.

Examples

Naghibi si Pedro **tungod** ginsikway niya si Jesucristo. *Peter cried* ***because*** *he rejected Jesus Christ.*	Pwede kita mangin matinlo **bangod** sa Pagbayad-sala ni Jesucristo. *We (inclusive) can be clean* ***because*** *of the Atonement of Jesus Christ.*
Bangod kay Jesucristo, pwede kita maluwas. ***Because*** *of Jesus Christ, we (inclusive) can be saved.*	Nahadlok ang mga Nefinhon **tungod** sa mga Lamanhon. *The Nephites were afraid* ***because*** *of the Lamanites.*

Kay

Kay is another Hiligaynon word that translates to "because." Use this to express a cause and effect relationship.

Examples

Wala sila nagsimba **kay** nabahaan ang ila barangay. *They didn't attend church* ***because*** *their barangay flooded.*	Ngaa wala si Edwin diri? **Kay** nagkadto siya sa baybay. *Why isn't Edwin here?* ***Because*** *he went to the beach.*

Para/Agud

Para (Spanish) and ***agud*** (Hiligaynon) are conjunctions that translate to "so that" or "in order to" and can be used interchangeably. Verbs following para or agud appear in the future tense.

Examples

Ginapadala sang Diyos ang mga propeta sa aton **agud** ipahayag ang Plano sang Kaluwasan *God sends prophets to us (inclusive)* ***in order to*** *reveal the plan of salvation.*	Mag-tricycle lang kita **para** maka-abot 'ta alas dos sang hapon. *Let's just take a tricycle* ***so that*** *we will be able to arrive by 2:00 p.m.*

The Linker *Nga*

Typically, the linker *nga* can be used in one of two ways:

1. To link adjectives to nouns (see chapter 10, "Adjectives and Adverbs")
2. To link one complete clause or idea to another

The following section will focus on the second usage of *nga*.

Linking Ideas and Clauses

Linking ideas and clauses together is important to form more complicated sentences and to more accurately express yourself. Without linkers, a lot of ideas appear separately, the intended message is not as clear, and your expression is limited. Use *nga* to complete a thought by linking one idea to new information related to the topic of your sentence. In the examples below, note the differences in the English translations with and without linkers.

Examples

Without Linkers	With Linkers
Sa iya ang salakyan. May mga bulak. *The car is hers (original thought). There are flowers (additional information).*	Sa iya ang salakyan nga may mga bulak. *Hers is the car with flowers. (one complete thought)*
Ang Libro ni Mormon isa ka hut-ong sang balaan kasulatan. Kaanggid siya sang sa Biblia. *The Book of Mormon is a volume of holy writings (original thought). It is similar to the Bible (additional information).*	Ang Libro ni Mormon isa ka hut-ong sang balaan nga kasulatan nga kaanggid sang sa Biblia. *The Book of Mormon is a volume of holy scripture comparable to the Bible. (one complete thought)*

As illustrated, without the linkers above, the sentences are grammatically incorrect and appear as disjointed thoughts and words. *Nga* is necessary to properly link words and phrases in a way that is coherent to Hiligaynon speakers. *Nga* is also regarded as a "sentence restarter" as explained with conjunctions above. Functioning in this role *nga* should be used when there are multiple verbs with different actors and focuses in a single sentence. By using *nga* in these types of sentences, the speaker can clearly communicate who is doing what action in a single sentence, rather than through individual sentences. Many other uses of *nga* are stylistic in nature and are a result of personal preferences held by the speaker. As you become more comfortable with the functions of nga and other conjunctions in the Hiligaynon language, you will be able to develop these subtler usages of nga in order to better express yourself.

Examples

Nagapamatuod ang tanan **nga** ara sa kalibutan **nga** may Diyos. *All **that** is in the world testifies **that** there is a God.*	Buligan Niya kita **nga** magbag-o sang aton mga tagipusuon. ***He will help us (inclusive) to change our (inclusive) hearts.*
Nakita niya ang duha ka persona **nga** indi sarang malaragway. *He saw two personages **that** cannot be described (beyond description).*	Gusto nila tani himuon ang tore **nga** makalab-ot sa langit. *They wanted to hopefully make a tower **that** could reach heaven.*
Indi malimtan **nga** magbalik kami buas! *Don't forget **that** we (exclusive) will return tomorrow!*	'Kabalo ako **nga** . . . *I know **that** . . . (commonly used in testimonies)*

***Note**: Often, *nga* is translated into English as *that*. This translation may hold true in many cases, but *nga* is dynamic by nature, so be wary of alternative translations or the complete lack of a translation as seen here. Remember, *nga* in the simplest of terms is a particle to link disconnected ideas. Therefore, *nga* does not always translate to a specific word in English.

Activities

Personal

Speaking

A. Conjunctions appear frequently in all aspects of Hiligaynon to connect ideas and sentences. Choose any idea that you would like to be able to communicate, but are currently unable to express. Begin by writing down simple sentences using vocabulary and basic sentence structures that you have already learned. Once you have come up with as many simple sentences as possible on the topic of your choice, use the grammar principles in this section to link some of these individual phrases together to form more complete ideas. Check these new sentences with an experienced Hiligaynon speaker, and then practice saying them aloud to improve your pronunciation and fluency.

Listening

B. Choose one conjunction (e.g., *agud*), that you will focus on for the entire week. Listen carefully for the different ways that the conjunction is used by native speakers. If you are unsure what the word means, try to infer the meaning from context. Ask questions if you are still unable to understand how or why a certain conjunction is being used.

Reading

C. Think of an experience from your own life that would help one of your investigators to progress. Write out your experience in Hiligaynon. Combine as many sentences or general ideas as possible using the grammar principles from this chapter. Check your paragraph with a native speaker. Read it to them and have them coach you on pronunciation, intonation, flow, and pauses. Memorize the main ideas and vocabulary from your experience so you can readily and naturally use it when teaching.

D. Read Alma 32:26–28. Write down all of the conjunctions. Write down five sentences that you could use in sharing this scripture to invite a new investigator to read the Book of Mormon. Each sentence must include at least one conjunction. Have your companion give you feedback.

Writing

E. Translate the following sentences using the correct linkers and conjunctions. Check your answers.

1. We (inclusive) can choose between eternal happiness or misery.
2. I miss my family, but I know that they will be blessed.
3. She can't read because she lost her glasses.
4. You (singular) can feel the Holy Ghost even if you (singular) aren't a member yet.
5. He will strengthen us (inclusive) if we (inclusive) are humble.
6. When I read the scriptures, I feel good.
7. We (inclusive) are not perfect, but we (inclusive) should strive to be so.
8. I don't know if they will go or not.

F. Fill in the blank with the appropriate linker or conjunction. Check your answers.

1. Gintawag kami ___ magwali sang ebanghelyo.
We (exclusive) have been called to preach the gospel.
2. Ginhambalan sila ___ dapat sila maghinulsol.
They were told that they must repent.
3. ___ pigado kita, magbayad kita gihapon sang ikapulo.
Even if we (inclusive) are poor, we (inclusive) will pay tithing as usual.
4. Indi lang siya mapisan, ___ masinulundon pa.
Not only is he/she hardworking, but obedient as well.
5. Magliko bala kita sa wala ___ sa tuo?
Will we (inclusive) turn to the left or to the right?
6. Wala nagsimba si Brother Ebio ___ may sakit siya.
Brother Ebio didn't attend church because he was sick.
7. ___ nabanhaw si Jesucristo, mabanhaw man kita.
Because Jesus Christ was resurrected, we (inclusive) too will be resurrected.
8. Nakahibalo ako ___ matuod ang Libro ni Mormon.
I know that the Book of Mormon is true.

Companion

Speaking

G. When extending commitments and invitations, you may feel inspired to illustrate some form of cause and effect or a relationship between good and bad decisions. Make a list of phrases you might say when teaching, an exhortation to follow a specific doctrine. Then make a separate list of blessings associated with the principle being taught. Using conjunctions and linkers from this chapter, combine sentences from both lists to create single sentences. Practice using these combined sentences by teaching your companion as if they were an investigator.

Phrase	Linker/Conjunction	Blessing
Dapat kita magbayad sang ika-pulo *We should pay tithing*	Agud *in order that*	Mabugayan kita sang Diyos. *We will be blessed by God.*
Complete Sentence		
Dapat kita magbayad sang ika-pulo agud mabugayan kita sang Diyos. *We must/should pay tithing so that we can be blessed by God.*		

H. Choose one of the lessons you will be teaching today that has ideas that you would like to practice expressing. With your companion, form several compound sentences that accurately teach the principles from this lesson. Practice saying these sentences aloud so that you are comfortable teaching the principle in Hiligaynon.

Listening

I. The linker nga is one of the most common words in the Hiligaynon language, so it is important to understand it's usage. During a sacrament meeting, listen carefully for whenever the speaker uses nga. Answer to yourself: "What is being connected by the linker nga? If you are unsure of what role the linker nga plays in a particular phrase, or if the linker nga was used in an unfamiliar or unexpected way, discuss these things with your companion. Discuss until you have come to a consensus. Try to use the linker nga in the ways that were discussed by you and your companion. Get feedback from native Hiligaynon speakers.

J. Imagine that a man walks up to you on the street and asks what he needs to do in order to go to heaven. Role play with your companion. Have your companion start by pretending to be the man on the street. Practice answering his questions as you would if you were talking with him in real life. Be sure to use some form of "in order to" at least once in your explanation. Write down any words or ideas you struggle to communicate during the role play. Once you have finished, switch with your companion so that they can practice teaching. Afterwards, look up the words that you didn't know. Be sure to re-practice and get feedback each time from your companion.



Reading

K. With your companion, choose a scripture story from the Book of Mormon that you feel could help one of your investigators to progress. After deciding on a story you would like to share, read the scripture passages in Hiligaynon with your companion. Summarize the story while focusing on using the grammar from this chapter. Your goal is to concisely explain the sequences of events from the stories. Be sure that you understand all of the pertinent vocabulary in each scripture story.

Writing

L. Write two sacrament meeting talks together with your companion (in Hiligaynon) using conjunctions to explain each of your respective principles. Specifically include at least five sentences with conjunctions to illustrate some kind of cause and effect. Have one companion write about why Christ's Atonement was necessary, while the other companion writes about the results of Christ's sacrifice. Review each other's work and discuss the topics, including the cause and effect conjunctions that were used.

Group



Speaking

M. Each person in the group will prepare a 10-minute version of one of the missionary lessons. The missionaries should all prepare a lesson on the same topic. Choose this topic as a group. The first missionary to teach will speak until they use one of the conjunctions in this lesson. The next missionary must then pick up teaching precisely at that moment and complete the unfinished thought. They will then continue to teach until they use a conjunction, at which point the person teaching immediately switches again. Give feedback where applicable. Keep going until the lesson is finished.

N. Make a list of five or so Hiligaynon conjunctions that you would like to practice. Practice teaching someone in your district a particular principle using the chosen conjunctions. Check them off your list as you use them, and pause when appropriate for feedback. The focus of this activity should be correcting grammar, and refining your ability to teach using compound sentences and complete thoughts. Once you have completed the activity, have your partner repeat the exercise.



Listening

O. For this activity, you will need a whiteboard or chalkboard, fresh whiteboard markers or chalk, and a comprehensive list of conjunctions with their English equivalents. Line all of the players up in front of an appointed judge, who holds the list. The judge sets a timer, then reads off a conjunction from the list. The first and second person try to give the translation first. If the first player wins, he goes to the back of the line. If the second person wins, the first person must go to the whiteboard and write three example sentences using the missed preposition, then return to the back of the line. The second and third person then repeat the same process with a new

preposition given by the judge. The person with the fewest visits to the board when the time is up will become the new judge in the following round.

P. It is important to testify often during a lesson. Practice teaching (in pairs) with another companionship, being sure to testify of what your companion is saying throughout the lesson. Use the linker nga in your sentences when testifying. Exchange feedback between companionships and switch roles.



Reading

Q. With a group, read 2 Nephi 32 "popcorn style." One person will read until they get to a conjunction or linker word, then the next person will pick up from that coordinating conjunction and read until the next coordinating conjunction, and so on and so forth. Do this until you finish the chapter. If you come across a word or grammar principle that you do not know, write it down and ask an experienced or native speaker after you have completed the activity. Consider asking/sharing your questions as a group to further the groups' learning.

Writing

R. Have one person in the group write a simple statement of fact about a scriptural character on the board. Everyone else in the group must write three sentences that include the sentence written on the board. This can be accomplished by using conjunctions and linker words. Allow a few people to share their sentences with the group. Repeat the exercise by choosing a new person to write a new sentence on the board.

Example

Original Statement	Expaneded Sentence
Nagwali ang Lamanhon nga si Samuel. *Samuel the Lamanite preached.*	Nagwali ang Lamanhon nga si Samuel nga dapat maghinulsol ang katawhan. *Samuel the Lamanite preached that the people must repent.*

Causative Conjugations: *-pa-*

Examples

God and Jesus Christ **appeared** to Joseph Smith.	Ang Diyos kag si Jesucristo **nagpakita** kay Joseph Smith.
Will you (singular) **be baptized**?	**Magpabunyag** ka bala?
God **shows** His love for us (inclusive) by calling prophets.	**Ginapakita** sang Diyos ang Iya pagpalangga sa aton paagi sa pagtawag sang mga propeta.
To help them feel the Spirit you (singular) should **share** your **testimony**.	Agud mabuligan mo sila nga makabatyag sang Espiritu, dapat ka **magpa-ambit** sang imo **pagpamatuod**.

Explanation

Causative conjugations are used to express a direct cause and effect relationship. When *-pa-* is used for verbs, it means that the actor is causing someone else to complete the action, or that the actor is not completing the action themselves. This can be interpreted variously as letting someone do something, having someone do something, or causing something to take place.

Actor Focus Verbs

The actor focus form of causative verbs uses the *mag-* conjugations (see chapter 15, "Indicative Actor Focus Verbs").

Examples

Indicative (*mag-* verbs)	Causative (*magpa-* verbs)
Nagdala siya sang sulat sa akon. *She **brought** the letter to me. (personally delivering the letter)*	**Nagpadala** siya sang sulat sa akon. *She **sent** the letter to me. (causing someone else to deliver the letter)*
Magbunyag ako sa imo. *I **will baptize** you. (the actor will personally baptize the receiver)*	**Magpabunyag** ako sa imo. *I **will be baptized** by you. (the actor will be baptized by the receiver of the causation)*
Nakita* ni Joseph ang Diyos kag si Jesucristo. *Joseph **saw** God and Jesus Christ. (saw, within his sight)*	**Nagpakita** ang Diyos kag si Jesucristo kay Joseph. *God and Jesus Christ **appeared** to Joseph. (caused themselves to be seen, showed themselves)*

Note: *Kita* used like this is actually abilitative rather than indicative. The same idea applies.

Form

Refer to the following table for conjugating causative actor focus verbs.

Past Tense	Present Tense	Future Tense
NAGPA + ROOT	***NAGAPA*** + ROOT	***MAGPA*** + ROOT

Examples

Pa + Root	Pa + talang *To mislead*	Pa + lipay *To make happy*	Pa + laba *To have someone wash*
Past Tense	**Nag**patalang	**Nag**palipay	**Nag**palaba
Present Tense	**Naga**patalang	**Naga**palipay	**Naga**palaba
Future Tense	**Mag**patalang	**Mag**palipay	**Mag**palaba

Usage

There are two types of *magpa-* sentences.

Type 1: The actor (i.e., the person causing the verb to be done) is the focus of the sentence designated by *ang*, the location/receiver is marked with *sa*, and is the person being caused to carry out the verb. This first type is not commonly accompanied by objects marked with *sang*.

Type 2: The actor, still designated by *ang*, is the one causing the verb to be done to/on some object marked by a *sang*. These types of sentences can still have a location/receiver, however, the location/receiver may not necessarily be the one caused to perform the action. The person caused to perform the actual verb in this second type can most often be implied through context clues.

Follow sentence formatting used with *mag-* verbs (see chapter 15, "Indicative Actor Focus Verbs").

Examples

Type 1	Type 2
Nagpabunyag si Jesucristo kay Juan Bautista. *Jesus Christ **was baptized** by John the Baptist.* *("Jesus Christ caused himself to be baptized by . . .")*	**Nagpadala** Siya sang mga propeta sa aton. *He **sent** the prophets to us.* *("He caused the prophet to be brought . . .")*
Magpabakod ang Diyos sa aton paagi sa Balaan nga Espiritu. *God **will strengthen** us (inclusive) through the Holy Spirit. ("God will cause us to become stronger . . .")*	**Nagapamatuod** ako sa kamatuoran sang amo 'ni nga simbahan. *I am **testifying** of the truthfulness of this church.* *("I am causing truth [to be heard] . . .")*

Object Focus Verbs

The object focus form of causative verbs uses the *i-/-on* conjugations (see chapter 16, "Indicative Object Focus Verbs"). To understand this explanation, you must understand the future tense conjugations for indicative object focus verbs.

The most common future tense conjugation for indicative object focus verbs is the *–on* conjugation (rather than the *i-* conjugation). The same is *not* true for causative object focus verbs. In fact, indicative verbs that use the *-on* conjugation may even switch to using the *i-* conjugation when the causative *-pa-* is included. As with the indicative verbs, learning whether to use *i-* or *-on* for causative object focus verbs will come as you listen to native speakers and broaden your vocabulary. Furthermore, not every causative object focus verb necessarily has an indicative object focus counterpart.

Examples

Indicative (*i-/-on* verbs)	Causative (*ipa-, pa- -on* verbs)
Ginsulat niya ang iya nga ngalan sa baptismal record. *She **wrote** her name on the baptismal record.* *(personally wrote her name)*	**Ginpasulat** niya ang iya nga ngalan sa baptismal record. *She **had** her name **written** on the baptismal record.* *(causing someone else to write her name for her)*
Dapat naton **kilalahon** ang mga lider sa ward. *We (inclusive) should know (be familiar with) the ward leaders. (personally getting to know the leaders, focus placed on the leaders)*	Dapat naton **ipakilala** (ang aton kaugalingon) sa mga lider sa ward. *We (inclusive) should **introduce** (ourselves) to the ward leaders. (causing yourself to be known by way of introduction, focus placed on introducing yourself)*
Akigan* ka niya kon indi ka mag-untat. *He will **be angry** at you (singular) if you (singular) don't stop. (the actor will be angry because of his/her own emotions)*	**Paakigon** ko bala siya kon indi ako mag-untat? *Will I **make** him **angry** if I don't stop? (the actor will cause the other person to be angered)*

***Note**: This verb is actually indicative location focus. It is included because when converted into a causative verb, it takes on the object focus *-on* conjugation. This is common for many location focus verbs and illustrates the occasional ambiguity between object focus and location focus. Listen to and imitate native speakers to learn which indicative location focus verbs take on object focus conjugations in the causative form.

Form

Refer to the following table for conjugating causative actor focus verbs.

Past Tense	Present Tense	Future Tense
GINPA + ROOT	***GINAPA*** + ROOT	***IPA*** + ROOT or ***PA*** + ROOT + ***ON***

Examples

Pa + Root	**Pa + tindog** *To establish*	**Pa + lawig** *To prolong, extend*	**Pa + hayag** *To reveal, impart*
Past Tense	**Gin**patindog	**Gin**palawig	**Gin**pahayag
Present Tense	**Gina**patindog	**Gina**palawig	**Gina**pahayag
Future Tense	**I**patindog	Palawig**on**	**I**pahayag

Usage

Causative object focus verbs usually contain the three following major parts:

1. An actor (the one causing the verb to be done) marked by sang pronouns or sang noun markers.
2. An object marked by *ang* pronouns or *ang* noun markers.
3. A location/receiver (this can either be the person caused to perform the verb or the recipient of the object or action) marked by *sa* pronouns or kay for proper names.

Follow the sentence format for *i-/-on* verbs (see chapter 16, "Indicative Object Focus Verbs").

Examples

Ginapadasig sang Diyos ang Iya nga obra sa aton panahon.
*God is **hastening** His work in our (inclusive) time. ("God is causing His work to go faster . . .")*

Gusto nila nga **ipadumdom** sa aton nga dapat kita maghinulsol.
*They want to **remind** us (inclusive) that we (inclusive) must repent. ("They want to cause us to remember that . . .")*

Ginpakita ni Jesucristo ang Iya nga tudlo sa utod ni Jared.
*Jesus Christ **showed** His finger to the brother of Jared. ("Jesus Christ caused His finger to be seen . . .")*

Other Conjugations

In addition to these two particular conjugations, the *-pa-* conjugation can be found with location focus, nominalization, and a variety of other conjugations but these are comparatively rare. Actor and object focus conjugations represent the bulk of causative conjugations. Whenever you encounter the *-pa-* conjugation in these other contexts, realize that the key to interpreting them accurately is understanding that *-pa-* implies that the root is being caused to occur rather than occurring of itself.

Examples

Padalhan ko siya sang sulat buas.
(Location Focus)
*I **will send** him/her a letter tomorrow.*
(emphasis on receiver of the letter)

Ginakaon naton ang tinapay bilang **pagpadumdom** sang iya lawas.
(Nominalization)
*We (inclusive) eat the bread as a **reminder** of his body.*
(caused to remember)

Activities

Personal

Speaking

A. If you are new to an area, practice using causative conjugations by asking around about where you can go to do necessary tasks (get your haircut, have something tailored, have your clothes washed, etc.). Ask for feedback from native Hiligaynon speakers.

Listening

B. In Hiligaynon, many ideas are expressed as a form of causation rather than as a completely unique word. For example, the idea of showing something to someone is expressed using a conjugated form of *pakita*, which literally means to cause to see. This can make learning new causative words difficult without context or a basic understanding of root words. Listen throughout the week for any time you hear words using causative conjugations. Do your best to understand the meaning of new words based on context clues and the root words used. Write down any words you still don't understand so that you can look them up and practice them during your language study.

Reading

C. Read Ether 14:2 in Hiligaynon. This verse contains two verbs using the same root. One is conjugated with the indicative focus future tense and a habitual affix, while the other is conjugated with a causative verb. Compare these two verbs carefully to discern each one's unique meaning. Refer to your native language scriptures or a dictionary to check your interpretation.

D. Read each sentence below for comprehension. Translate the sentence into English and mark whether the *pa* used in the sentence signifies a request, direction, or causation. Check your answers.

1. Mag**pa**-siudad si Sister Ebio sa biyernes.
2. Mag**pa**himo ako sang amerikana sa iya.
3. Gin**pa**tilaw niya sa amon ang iya ginluto.
4. Nag**pa**talang ang bata sa amon.
5. **Pa**lantaw sang libro mo, bi.
6. Naga**pa**lapit kita sa aton Manluluwas.
7. Nag**pa**hibi ang bata sa iya manghod.
8. Ginmandoan sila nga mag**pa**damo.

Writing

E. Translate the following sentences into Hiligaynon. Use the type of conjugation specified in parentheses along with the causative conjugation. Check your answers.

1. I am going to send the baptismal records to the office later. (Object Focus)
2. I introduced myself to Bishop's wife. (Actor Focus)
3. Prophets reveal truth. (Actor Focus)
4. He showed his faith through obedience. (Object Focus)
5. The Spirit reminds us (inclusive) to choose the right. (Actor Focus)
6. He is causing His work to hasten. (Object Focus)
7. The Spirit will confirm the truth of our (inclusive) message to our (inclusive) investigators. (Actor Focus)
8. The sacrament is performed as a remembrance of the Savior. (Nominalization)

F. For each indicative word below, create a causative verb by adding the *-pa-* conjugation. Check your answers. Then create a sentence using the causative verb that you feel you could use today. Check with your companion or a native speaker to make sure your sentence is accurate. Also make sure that you understand the difference between the indicative verb and the causative verb. (Answers may vary)

1. Maghimo
2. Gindala
3. Bakuron
4. Nagtindog
5. Naghalin
6. Naghulam
7. Nagadasig
8. Ginuntat

Companion

Speaking

G. Below is a list of activities you might need or want to perform on a preparation day. Discuss with your companion about how you could say these activities in Hiligaynon using causative verbs. Include any other important things you need to take care of on your preparation day. Set goals to complete that tasks you have discussed.

1. Send a letter.
2. Have your clothes mended.
3. Get a haircut.
4. Get a check-up.
5. Have your clothes washed (if you don't wash your own clothes).
6. Go to the grocery store.

H. Make note of some of the things that your companion is proficient at that you would like to learn. Ask your companion if they can help you understand some of the things that you have listed. Be sure to use a causative verb in your request to be taught.

Listening

I. Actor focus indicative conjugations can be used with the *-pa-* conjugation and words that suggest emotion. Used in this way, *-pa-* verbs express the causes of feeling emotions. Practice using this with your companion to say things that cause happiness, sadness, or any other emotion. Carefully consider how you could use this idea in a lesson. Example: Nagapalipay ang ebanghelyo sa mga tawo. (*The gospel makes people happy.*)

J. Prepare to teach one of your current investigators by practicing extending a baptismal commitment. It is important to note that there are multiple ways to say "be baptized" in Hiligaynon. Use the causative verb for baptism. Would you use this form of the verb or a different conjugation to ask someone to be baptized? Why?

Reading

K. Read the testimonies of the three witnesses and the eight witnesses. For each word containing a causative conjugation, mentally note what the root word is and then infer what the word means based off of this information. Check yourself using your native language scriptures or a dictionary. Discuss with your companion what you learned from the testimonies of the witnesses. As inspired, share your own testimony of the Book of Mormon as well.

Writing

L. With your companion, review your lesson plans for today. Write 10 sentences using causative verbs that you can use in your teaching and practice using them with your companion. Get feedback from your companion.

Group

Speaking

M. While you and your companion trek through the sugar cane or rice fields on your way to meet with Paulo Dalisay, you discuss Paulo's needs. He says that he was born Catholic but hasn't attended church service in years. He wants to learn more about Jesus Christ. He knows that Christ performed many miracles and died on the cross. However, he doesn't remember many of Christ's teachings. Teach Paul about Christ's earthly ministry.

N. Have someone from the group draw a picture that illustrates a *-pa-* verb of their choosing. For example, if you chose *patudlo* you might draw a student asking a teacher a question. The first person to correctly say the verb being drawn ends the round and replaces the person drawing on the board. Most causative verbs require a "giver" and "receiver" of the action/root word.

Listening

O. Ann Marie has actively attended the local Seventh Day Adventist church. She is a neighbor to a few member families. Ann Marie claims to know a lot about The Church of Jesus Christ of Latter-day Saints. She loves discussions about modern day revelation and prophets, and invites you and your companion to teach her more about Joseph Smith. Explain the basic doctrine of dispensations and the purpose of prophets. Ask her questions to ensure she understands that God has called prophets in our day to restore His Church and preach His doctrine. Get feedback from the group on your teaching and then switch roles with those you taught.

P. Joemar doesn't know anything about prophets. However, he says that he knows a few stories from the Bible. You and your companion briefly explain that prophets are called of God to preach His gospel and establish His Church on the earth. You invite Joemar to listen to your message. He accepts and invites you into his home. Help Joemar to understand the doctrine of dispensations and prophets. Once you have finished and received feedback from the group, switch roles and repeat.

Reading

Q. Prepare for this activity by studying "Baptism, Our First Covenant" in lesson 3 of *Preach My Gospel*. Include in your study any scriptures relating to baptism that you would like to use in your teaching. After studying, practice teaching baptism to another companionship in your group. Be sure to use the scriptures and extend a commitment during your lesson. Once you have completed teaching and received feedback, allow the other companionship to practice teaching as well. Provide feedback and discuss as a small group how *–pa-* verbs played a role in teaching this lesson.

Writing

R. Listen to a recent conference talk that has a Hiligaynon interpretation and is of interest to the group. As you listen to the talk, write down every time you hear a word with the causative *-pa-* conjugation. The person with the most correct words written down wins.

Review: Cause and Effect

This review will help you to see how well you have learned the material in the previous section. It will also help you to evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking and Answering Questions of Cause and Effect

- Conjunctions and Compound Sentences
- Causative Conjugation: *-pa-*

Activities

Personal

Speaking

A. Come up with as many statements of cause and effect that pertain to the Word of Wisdom as you can. Be sure to use grammar principles learned in this section, such as compound sentences. Example: Magpabunyag siya, kon mag-untat siya sa pag-imon sang kape. (*He/She will cause to be baptized, if he/she stops drinking coffee*.)

Listening

B. At your teaching appointments today, listen for the different "why" questions that are asked in the lessons and how someone, other than yourself, responds to each one. Write these questions and responses in your language notebook. How frequently are the words "tungod/bangod sa" used by native speakers? Use what you learn as an opportunity to reflect on how you respond to questions in Hiligaynon.

Reading

C. Read "Pre-Earth Life: God's Purpose and Plan for Us" from lesson 2 in *Preach My Gospel*. Pay attention to the "why" questions in this section. Write down how your life has improved because of your knowledge of the plan of salvation. Try to vary your explanatory responses by using different phrases such as *tungod/bangod sa* and *agud/para*.

D. Read 2 Nefi 31:4–7 in Hiligaynon. These verses discuss the baptism of Jesus Christ and the necessity of the baptismal ordinance. Ponder the reasons given for why Jesus Christ was baptized and consider how you could use these verses in your teaching when inspired to do so.

Writing

E. Translate the following sentences into Hiligaynon. Check your answers.

1. We (inclusive) must repent in order to be forgiven.
2. We (inclusive) should bear testimony often.
3. You (plural) can feel the Holy Ghost before you (plural) get baptized, but he may not be your (plural) companion always.
4. She had us (exclusive) teach her because she heard about the Church from a friend.
5. Jesus Christ healed the people according to their faith.
6. God is revealing His words through prophets and apostles.
7. I will send them a letter on Monday morning.

F. Write a five minute talk about Jesus Christ's Atonement in Hiligaynon. Describe what Christ did, why He did it, and what effect it has on us. Read your talk to a native speaker or to your companion in order to get feedback on your use of cause and effect. Remember to bear your testimony at the end of your talk

Companion

Speaking

G. Ask your companion to begin a thought that ties into your missionary purpose, and that uses a grammar principle that you have been struggling with. Come up with sentences that complete the thought and check their correctness with your companion. Use the sentences as appropriate in teaching situations.

H. With your companion, talk about why you decided to serve a mission. Also discuss the things you have learned thus far because of your decision to serve. Use full sentences with conjunctions and linkers.

Listening

I. Visit a less-active member. It might be best to refrain from asking why he or she has stopped attending church. Instead, consider asking questions to get a sense of why he or she has stopped coming. Share a message with this member and invite him or her to keep a commitment. Remember to follow up with this member and invite him or her to come to church this upcoming Sunday.

J. The next time you follow up with an investigator, recent convert, or less-active member, listen to the reasons they give as to why they have or have not kept a particular commitment. Discuss with your companion why that individual is having a difficult time and ways that you can help them overcome any challenges.

Reading

K. Read the baptismal interview questions from chapter 12 in *Preach My Gospel*. Use cause and effect to answer the following questions with your companion for each of the baptismal interview questions.

1. Why is it important for your investigator to believe these principles?
2. Why is it important to keep these commandments/commitments with God?
3. State what blessings your investigator will receive because he or she follows the specified gospel principles/commandments.

Writing

L. Write down the last five invitations you and your companion extended to those you have taught. Write down two blessings that are given from God as a result of obedience to each of those commitments. Next, practice promising blessings with those commitments as if you were teaching an investigator. Try to use a grammar principle you struggle with during this practice as much as possible. Say your sentences to your companion and receive feedback both on grammar and the specificity of the blessings. Make any necessary corrections. Use what you have written in teaching opportunities.

Group

Speaking

M. You are walking to an appointment when you feel prompted to talk to a tricycle driver on the side of the road. As you begin speaking with him, it is clear that he is religious. You ask him about his beliefs and discover that he believes in God but does not feel the need to attend church. Teach him about the Savior's Earthly Ministry and Atonement. Testify of Christ's role as the Savior and the truthfulness of His doctrine.

N. Remuel is 22 years old and has been learning with the missionaries for about four months. He has been consistently coming to church, praying, and reading the Book of Mormon. However, Remuel still struggles to accept the law of tithing and says that the law of tithing is the main thing holding him back from being baptized. Using the grammar principle for this section, help Remuel understand the reasons why Heavenly Father has given us the law of tithing and why it is important to keep this commandment.

Listening

O. Make a list of mission rules that are difficult to follow or hard to understand. Brainstorm together as a district why we have these rules and what blessings you each have seen in your lives from living those specific commandments. Also, find examples in the scriptures where people have obeyed even though they didn't fully understand why. Commit as a district to live all of the mission rules.

P. Read through lesson 1 in chapter 3 of *Preach My Gospel*. The ideas of cause and effect are an important part of the message of the Restoration. As a group, discuss the following questions and how you can teach these principles to those you teach. Also, discuss any additional points that you feel inspired to review.

1. What is the cause of apostasy? What are the effects of apostasy?
2. Why are prophets important?
3. What caused Joseph Smith to pray? What was the result?
4. Why is the Book of Mormon important?
5. What do I need to do to know for myself that these things are true?
6. If I know that these things are true, then what do I need to do?

Reading

Q. Choose a commitment from lesson 3 in *Preach My Gospel* and ask why someone needs to keep that commitment. Find a scripture that supports your answer. Discuss what blessing you can receive from keeping this commitment. Use this exercise to teach someone that may be struggling to keep particular commitments.

Writing

R. Discuss as a district what effect obedience has on missionary work. Write down your insights in your journal. Share your insights with your companion and other missionaries as you feel inspired.

Asking and Answering Questions of Judgment, Doubt, Emotion, Possibility, and Influence

Purpose

This function will help you talk about what someone wishes, feels, doubts, or thinks will happen; for example, what God wants us to do or what true repentance requires us to do. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- We would not be here without The Fall. (Doubt and Possibility)
- From your point of view, is she progressing? (Thoughts, Opinions, and Judgment)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- "God Is Our Loving Heavenly Father" (What does God want us to do/be?)
- "Agency and the Fall of Adam and Eve" (What would have happened if Eve had not partaken of the fruit?)
- "The Atonement" (Where would we be without the Atonement? Why did Christ suffer for us?)
- "The Resurrection, Judgment, and Immortality" (Who receives eternal life? Immortality?)
- "Through Christ We Can Be Cleansed from Sin" (What are we required to do to be clean? What does the Atonement make possible?)
- "Pray Often" (What should we ask God for when we pray?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- "Help People Resolve Their Concerns" (What do they doubt and feel? What words may they use to reveal these doubts and feelings?)
- "Offer a Prayer" (What do I ask God for when I pray?)
- "Perform Priesthood Ordinances" (What additional blessings does God want bestowed upon them?)

Expressing Doubt and Possibility

Examples

What more **could** we (inclusive) possibly do?	Ano pa **ayhan** ang **pwede** naton himuon?
We (exclusive) will **probably** return tomorrow.	**Basi** magbalik kami buas.
Jesus Christ atoned for our (inclusive) sins, so that we (inclusive) **might** be happy.	Nagbayad-sala si Jesucristo para sa aton mga sala agud mangin malipayon **kuntani** kita.
I am **sure** of the promises of the gospel.	**Sigurado** ako sa mga promesa sang ebanghelyo.

Explanation

In Hiligaynon, there are several words to express doubt or possibility. The following chart demonstrates the English ideas that can be communicated with the words in this section.

pwede *maybe, possibly, might*	**tani (kuntani)** *hopefully, conditions that might have been*
ayhan *perhaps, expresses speculation*	**siguro** *perhaps, maybe, probably*
basi *probably, likely, possible*	**daw** *has the appearance of, seems like it may*

Pwede

Pwede can be used to express possibility. This is a pseudo verb (refer to chapter 23, "Pseudo Verbs"). The examples below illustrate how ***pwede*** can express the possibility that something can be, but may not necessarily be, guaranteed.

Examples

'Kabalo ako nga **pwede** mag-updanay ang mga pamilya sa wa'ay katapusan.
*I know that families **can** be together forever. (potential to be together)*

Kon **pwede** lang, magbalik kami sa Sabado.
*If **allowed (possible)**, we (exclusive) will return on Saturday.*

Pwede kita magbalik sa Diyos kon maghinulsol kita.
*We (inclusive) **can** return to God if we (inclusive) repent.*

Ayhan

Ayhan is a particle (chapter 26, "Emphatic Particles") that carries roughly the same meaning as "perhaps." It is used to express speculation, doubt, and wonder.

Examples

Ano **ayhan** ang ihambal ni President karon?
*What **could** President have to say later?*

Diin **ayhan** ang matuod nga simbahan?
*Where **could** the true church be?*

Mag-ulan pa **ayhan**?
*Will it **perhaps** still rain?*

Basi

Basi is used to express "probably," "likely," and "possible." ***Basi*** can be found at the beginning of a sentence, but it can also stand alone, for example, as an answer to a question.

Examples

Basi mabunyagan siya sa Abril.
He/she will ***probably*** be baptized in April.

Basi nagpauli na si Brother Tan kay malain ang iya pamatyag.
Brother Tan ***probably*** went home already because he isn't feeling well.

Magsimba bala sila? **Basi**.
Will they attend church? ***Possibly***.

The phrase "basi pa lang" is commonly used to express "perhaps," "maybe," or "might."

Examples

Magbisita kita sa ila, **basi pa lang** magpamati sila.
*We (inclusive) will visit them, **perhaps** they will listen.*

Magpadayon bala sila sa pagpamati sa aton? **Basi pa lang**.
*Will they continue to listen to us (inclusive)? **Maybe**.*

Siguro

Siguro means "maybe," "possibly," and "might." It can have some overlap with the word ***basi*** because both refer to the certainty or uncertainty of something happening. Don't be confused by the Spanish influence of the word ***siguro*** which conveys a sense of surety. The meaning and implications of the word ***siguro*** as it is defined here is commonplace in Hiligaynon and is influenced by a Tagalog interpretation, which conveys the opposite of a sense of surety (meaning "maybe," "possibly" and "might"). The Hiligaynon usage of ***siguro*** (conveying a sense of surety) sometime arises in modern Hiligaynon, but is increasingly being replaced by the Tagalog meaning of the word. Use context clues when listening to native speakers to understand which meaning of ***siguro*** is being used. ***Siguro*** can also be shortened to the word ***'guro***.

Examples

Interesado bala sila sa relihiyon? **Siguro**.
*Are they interested in religion? **Maybe**.*

Indi siya **siguro** makasimba karon kay nagbisita siya sa iya pamilya sa Bacolod kahapon.
*He **probably** won't be able to attend church later because he visited his family in Bacolod yesterday.*

Siguro magsugod kita sa pauna sang Libro ni Mormon.
***Maybe** we (inclusive) will start in the introduction of the Book of Mormon.*

Note: Another word of Spanish origin is ***sigurado***, which means "sure/surely" in contrast to ***siguro*** meaning "maybe/possibly." See the examples below to differentiate between the two.

Sigurado ako nga ini ang matuod nga simbahan.
*I am **sure** that this is the true church.*

Mabunyagan na bala si Tin? Indi pa 'na **sigurado**.
*Will Tin be baptized now? That isn't yet **sure**.*

Tani *(Kuntani)*

Tani is a particle (chapter 26, "Emphatic Particles") that roughly translates to "hopefully" or "wishfully." In addition to being used to express hope for something desired, it can be used to express an unrealized condition such as something that "could have been" or "would have been."

Examples

Magupod bala ang imo amigo buas? Oo, **tani**.
*Will your friend join in tomorrow? Yes, **hopefully**.*

Kon wala nagkaon si Adan kag Eva sang bunga, wala man kita **tani** subong.
*If Adam and Eve had not eaten the fruit, we **would not** now **be**. (not expressing hope)*

Ano ***tani*** ang itudlo naton sa ila kahapon?
*What **were** we (inclusive) **going to** teach them yesterday (but didn't)?*

Daw

Daw is used to express the idea of "seeming." Use daw to express an idea that appears to be true (whether or not it really is true or not). As a rule, ***daw*** appears first in a sentence and does not alter the format or structure of the sentence it is attached to. This means that the sentence can stand alone and be grammatically correct even without the word ***daw***. ***Daw*** sometimes alludes to a lack of surety, understanding or confidence it what is being said. Be cautious of this when using ***daw*** when teaching about doctrine.

Examples

Daw gusto nila nga magpamati sa aton mensahe.
It ***seems like*** they want to listen to our (inclusive) message.

Okay ka lang bala, Elder Smith? **Daw** kapoy ka.
Are you (singular) okay, Elder Smith? You (singular) ***look/seem*** tired.

Daw damo kita sang bisitahan subong nga adlaw, Sister.
It ***seems/appears that*** we (inclusive) have many people to visit today, Sister.

Activities

Personal

Speaking

A. Sometimes you may wish to share an alternative view or opinion on a topic being discussed. Communicating effectively in Hiligaynon means you should be able to share your opinions without coming across as being argumentative or aggressive. Expressions of possibility are one way to suggest possibilities which may not have been considered by those you are speaking to. For each of the situations below, practice politely expressing your position by using phrases of possibility.

1. While planning with your companion, you notice that the plan is not the best use of time. Politely explain why it should probably be changed.
2. You and your companion have one more house to visit but your curfew is in 15 minutes and your apartment is far away. What do you do?
3. Your companion wants you to try a certain food but you feel it would make you sick. Use principles from this chapter to decline and suggest why you are declining the offer.
4. Your companion only wants to go tracting. Offer some alternative activities that you could do as well.
5. You have to get to a meeting in an hour. Your transportation options are either a Ceres bus or a Cebro. Which one should you take and why?

Listening

B. Listen for phrases of doubt, possibility, or uncertainty coming from your investigators. Filipinos will often use these expressions subtly to avoid causing embarrassment for both you and for the speaker. It is important to actively listen to what your investigators are saying and how they are saying it. As you become more familiar with Filipino culture and language, you will better learn how to respond effectively to those with doubts or uncertainties.

Reading

C. On a separate sheet of paper, write all of the terms expressing doubt and possibility in the following scriptures. The number in parentheses shows how many are in each scripture. Discuss with your companion or a native why they were used. Check your answers.

1. 1 Nefi 4:36 (1)
2. 1 Nefi 8:36 (1)
3. 2 Nefi 2:22–25 (4)
4. Mosias 1:5 (2)
5. Eter 12:3 (1)

D. Study Jacob 5, the allegory of the tame and wild olive trees. Note the expressions of possibility and unrealized conditions as the Lord and the servant discuss the state of the vineyard and the olive trees. What can you learn from these expressions? What do they teach about Heavenly Father and Jesus Christ? Write what you learn in your journal and share it with others as inspired.

Writing

E. On a separate sheet of paper, translate the following sentence into Hiligaynon. Check your answers. These types of translations will likely have multiple correct interpretations. Ask a native speaker about any alternate translations you come up with.

1. I hope I did not leave my umbrella on the tricycle.
2. Brother Tan might join us (inclusive) in visiting the Dumaicos family later.
3. Perhaps we (inclusive) should pray before continuing.
4. Are you (singular) sure that she is ready to be baptized?
5. May we (exclusive) come back another time?
6. It looks like nobody is home, but just maybe there is someone inside.
7. What were we (inclusive) going to teach them yesterday (but didn't)?
8. I hope the buses are on time because we (inclusive) might be late if they aren't.

F. Read "Agency and the Fall of Adam and Eve" (*Preach My Gospel*, p. 49) and think about what would have happened if Adam and Eve had not partaken of the fruit of the tree of knowledge of good and evil. Refer also to 2 Nephi 2:22–25 and identify the use of phrases of unrealized conditions. Using the grammar principles from this chapter and the teachings from 2 Nephi (and other scriptures), write out sentences (in Hiligaynon) to describe how the world would have been, and how it would be now if Adam and Eve had not partaken of the fruit. Practice saying the sentences that you have written. Think about how you might use these ideas to help one of your investigators.

Companion



Speaking

G. During your planning sessions, discuss with your companion the best options for your next day's activities. Use expressions of possibility during the planning session as you consider what you think will happen tomorrow and what you should do as a result. Also acknowledge plans you have already made that have gone unrealized. Discuss why these plans were unfulfilled and what you should do to improve in the future.

H. Choose a lesson that you have planned to teach to one of your investigators. Practice teaching this lesson with your companion using words from this chapter to express certainty when you share your testimony. Be careful in differentiating the words *siguro* and *sigurado*.



Listening

I. Visit a recent convert in your area to share a brief message. During this visit, ask the member what kind of doubts and concerns they had before getting baptized and how they were able to overcome these challenges. Consider how you can use what you learn from the member to help one of your current investigators that is going to be baptized soon.

J. Listen to your investigators when they respond to your invitations and commitments. Based on what you hear from your investigators, discuss with your companion the investigators that seem more interested in your message and those that seem to be less invested in what you are teaching. Consider what you could do to engage with the investigators that are less interested. Once you have implemented your plans, watch and listen to see if your investigators are progressing and becoming more engaged in keeping their commitments and furthering their learning.

Reading

K. Read the Atonement (*Preach My Gospel*, p. 51) and think about what would have happened if Christ had not performed the Atonement. Using the grammar principles from this chapter, form sentences to describe how the world would have been, and how it would be now. Refer also to 2 Nephi 9:8–10 for more ideas. Consider ways to use these ideas to help one of your investigators.

Writing

L. Talk about what impact your mission has had on your life and the possibilities of the future as a result of your mission. In addition, reflect on what your life might have been like without missionary work and the blessings of the gospel. Write any insights you receive in your journal.

Group

Speaking

M. Report to your district on one of your investigators that you are teaching. Include in your description some of the concerns and doubts that the investigator has. Discuss as a group possible ways to address the concern(s) of the investigator being discussed. Once you feel the discussion has reached a conclusion, get into small groups to practice implementing the solution(s) through role play.

N. Obedience to the commandments, laws, and ordinances of the gospel brings great blessings. For each of the commandments, laws, or ordinances that you teach to your investigators, discuss the blessings associated with obedience. Use *tani* or *kuntani* to express how disobedience results in unrealized blessing to those that disobey. Consider how you can use what you learn from this activity to teach the investigators in your area.

Listening

O. Wilmar has been investigating the Church for several weeks, but remains skeptical about prayer and the Book of Mormon. He agrees with everything you teach and enjoys your visits, but he refuses to read the Book of Mormon and pray about it. He was taught in his previous religion that the Bible is the only word of God, and that he should avoid anything else. Resolve Wilmar's concern. Use grammar principles from this chapter to express the possibilities that could be opened to Wilmar if he would simply read and pray about the Book of Mormon. Exchange feedback as a group and switch roles once the first companionship has finished practicing teaching.

P. Josephine is eager to join the Church. She consistently attends church, reads her scriptures, and prays. However, she struggles to understand the importance of living the law of chastity. Use *tani* or *kuntani* to teach Josephine the importance of living the law of chastity. Specifically explain what good things could be if she were to obey this law and what bad things could come as a consequence of disobedience to this law. Exchange feedback and switch roles once the first companionship has finished practicing teaching.

Reading

Q. Read the following paragraphs from a talk by President Dieter F. Uchtdorf. After reading the paragraphs, discuss the importance of having faith and how you can help your investigators to gain faith and build a personal testimony. What principles of faith are alluded to in the hypothetical situation posed by President Uchtdorf? Words of possibility and uncertainty are bolded.

"Pananglitan kamo sarang makabalik sa nagligad nga tiyempo kag magpakigsugilanon sa mga tawo nga nangabuhi sang isa ka libo ukon bisan pa isa ka gatos ka tuig nga nagligad. Hunahunaon ninyo ang paglarawan sa ila sang mga binag-o nga teknolohiya nga inyo kag akon ginabali-walâ subong. Halimbawa, ano ***ayhan*** *ang ila isipon sa aton kon sila aton sugiran sang mga sugilanon tuhoy sa mga higante nga eroplano, mga pugon nga microwave, mga ginakaptan nga mga kagamitan nga nagaunod sang madamo gid nga mga libreriya-digital, kag mga bideyo sang aton mga apo nga gilayon aton maipaambit sa minilyon nga mga tawo sa bilog nga kalibutan?*

"Ang iban magpati sa aton. Ang kalabanan maglangolango, magsumpong, ukon bisan pa magpahipos ukon maghalit sa aton. Ang iban ***basi*** *magtinguha nga maggamit sang pangatarungan, rason, kag mga kamatuoran nga ila nahibal-an agud magpakità nga kitá salâ, buang, kag gani delikado.* ***Basi*** *pamatbatan pa kitá nga nagapatalang sa iban.*

"Pero siyempre, ining mga tawo lubos nga nagkasalâ. ***Basi*** *nga sila may maayo nga katuyuan kag sinsero.* ***Basi*** *sila nagabatyag sing lubos nga makatarungan sa ila isip. Pero sila simple nga indi maathag nga nakakità bangud sila indi pa nakabaton sang lubos nga kasanag kag kamatuoran."* (President Dieter F. Uchtdorf, "Pagbaton sang Pagpamatuod sang Ihibalo kag Kamatuoran," Pangkabilogan nga Komperensya, Oktubre 2014)

"Suppose you were able to travel back in time and have a conversation with people who lived a thousand or even a hundred years ago. Imagine trying to describe to them some of the modern technologies that you and I take for granted today. For example, what **might** these people think of us if we told them stories of jumbo jets, microwave ovens, handheld devices that contain vast digital libraries, and videos of our grandchildren that we instantly share with millions of people around the world?

"Some **might** believe us. Most would ridicule, oppose, or perhaps even seek to silence or harm us. Some might attempt to apply logic, reason, and facts as they know them to show that we are misguided, foolish, or even dangerous. They **might** condemn us for attempting to mislead others.

"But of course, these people would be completely mistaken. They **might** be well-meaning and sincere. They **might** feel absolutely positive of their opinion. But they simply would not be able to see clearly because they had not yet received the more complete light of truth." (President Dieter F. Uchtdorf, "Receiving a Testimony of Light and Truth," *Ensign*, November 2014)

Writing

R. Siguro and sigurado are often confused because they have similar spellings and pronunciations. Write out a short two to three paragraph story being sure to use both siguro and sigurado. Once everyone has finished writing their stories, allow everyone a chance to read their stories aloud. As necessary, pause to correct grammar throughout the story.

Expressing Thoughts, Opinions, and Judgments

Examples

Why do you (singular) think we (inclusive) should pray? (asking for an opinion)	**Sa banta mo**, ngaa dapat kita magpangamuyo?
What do you (singular) think you (singular) should pray for?	**Para sa imo**, ano ang dapat mo ipangamuyo?
They **thought** Jesus Christ was a spirit.	**Abi** nila espiritu lang si Jesucristo.
As we (inclusive) partake of the sacrament, we (inclusive) should **think** about the Atonement of Jesus Christ.	Samtang nagakaon kita sang sakramento, dapat **nagapinsar** kita parte sa Pagbayad-sala ni Jesucristo.

Explanation

Use the verbs, particles, pseudo verbs, and common phrases in this chapter to help you express thoughts, opinions, and judgment. Also use this chapter to ask good questions to investigators in order to effectively understand their needs.

Pinsar/Hunahuna/Isip/Binagbinag (to think)

Pinsar/Hunana

The root words ***pinsar*** and ***hunahuna*** express the process of thinking or the subject of thought, as in sentences, "What are you thinking right now?" and "What are your thoughts about that?" As verbs, these can be affixed with indicative actor and object focus conjugations (chapters 15–16) as well as abilitative actor and object focus conjugations (chapters 20–22). The roots are essentially equivalent in meaning, however, ***pinsar*** is borrowed from Spanish, and ***hunahuna*** is strictly Hiligaynon. Imitate the usage of native speakers.

Examples

'Kabalo ang Diyos sang tanan nga **ginapinsar** naton.
*God knows everything we (inclusive) **think**.*

Dapat kita **magpinsar** parte sa mga kinahanglan sang aton mga ginatudloan.
We (inclusive) should think about the needs of those we (inclusive) teach.

Hunahuna-on ang mga ginabasa mo sa Libro ni Mormon.
***Think** about the things you (singular) are reading in the Book of Mormon.*

Isip

The word isip is of Tagalog origin, however, certain variations of the word have become commonplace in Hiligaynon. Like ***pinsar*** and ***hunahuna***, ***isip*** means "to think." Do not confuse this word with the Hiligaynon word, ***isip***, meaning "to count." You can best understand the difference by paying attention to context.

Examples

Ano ang **gina-isip** mo?
*What are you **thinking**?*

Wala pa 'na nagsulod sa akon **kaisipan**.
*That had not yet entered my **mind**.*

Binagbinag

The Hiligaynon word ***binagbinag*** can also be used to express the process of thinking about something in the same way that ***hunahuna*** is used. However, ***binagbinag*** carries a deeper meaning and refers more to pondering or deep meditation on a specific subject. ***Binagbinag*** should not be used for "thinking" in general, but only for situations where deep thought, reflection, and pondering are concerned.

Examples

Binagbinagon ang pulong sang mga propeta.
***Ponder** the words of the prophets.*

Dapat kita **magbinagbinag** samtang nagabasa sang mga Balaan nga Kasulatan.
*We (inclusive) should **ponder** while we read the scriptures.*

PINSAR/ISIP with *Sa* to Express Opinion

A common way to ask or express thoughts and opinions is through the use of *sa* phrases and root words expressing thought. When used to express thoughts or opinions on a subject, *pinsar* and *isip* can be used as follows:

1. SA + PINSAR/ISIP + POST-POSSESSIVE MARKER OR PRONOUN + PHRASE
2. SA + PRE-POSSESSIVE MARKER OR PRONOUN + PINSAR/ISIP +PHRASE

Examples

Sa **isip** mo, ano ang gusto sang Diyos para sa aton?
*In your **opinion (thoughts)**, what does God want for us?*

Sa **pinsar** nila, ang Diyos wala nagaistorya sa tawo.
*In their **opinion**, God doesn't converse with man.*

Sa imo **pinsar**, pila ang magsimba buas?
*How many do you **think** will go to church tomorrow?*

Note: Prepositional phrases using *para sa/kay* followed by a *sa* pronoun or name are commonly tacked on to the beginning of sentences in a similar way to how *pinsar* and *isip* are used here. These phrases express the same ideas of opinion.

Examples

Para sa imo, ano ang dapat mo himuon?
***For you**, what should you do? (In your opinion, what should be done?)*

Para sa akon, indi kita dapat magkadto sa ila balay subong.
***For me**, we shouldn't go to their house right now. (In my opinion, we shouldn't go to their house right now.)*

Para sa imo, ngaa importante ang pagsimba?
***For you**, why is it important to go to church?*

BANTA (opinion)

The word ***banta*** translates roughly to opinion, assumption, or guess, but in certain contexts it is used similarly to the verb "to think," such as in the sentence "What do you think faith is?" (In your opinion, what is faith?) ***Banta*** is used similarly to the way ***pinsar*** and ***isip*** are used with sa as described above. When using ***banta*** this way, use the following pattern:

1. SA + BANTA + POST-POSSESSIVE MARKER OR PRONOUN + PHRASE
2. SA + PRE-POSSESSIVE MARKER OR PRONOUN + BANTA + PHRASE

Examples

Sa **banta** mo, ngaa wala sila nagsimba?
*In your **opinion**, why didn't they go to church?*

Sa **banta** ko, kinahanglan 'ta duha ka kilo sang bugas.
*I **think** we need two kilos of rice.*

Sa imo **banta**, pila ka bilog ang mga stake sa Negros Occidental?
*How many stakes do you **think** are in Negros Occidental?*

PANAN-AW/PANULOK (view)

Panulok and ***panan-aw*** translate to view and can be used to refer to a person's personal perspective, outlook, or viewpoint. ***Panulok*** and ***panan-aw*** follow the same structure as ***banta***.

Examples

Sa **panulok** mo, kamusta ang mga misyonero?
*In your **view**, how are the missionaries?*

Sa **panulok** sang Diyos, malahalon kita tanan.
*In God's **view**, we are all precious.*

Sa akon **panulok**, indi siya interesado.
*In my **view**, he isn't interested.*

Panulok can also be used simply as a noun meaning *view*. The rules governing the usage of nouns should be referred to whenever ***panulok*** is used as a common noun (see chapter 18 "Nominalization").

Examples

Ano ang **panulok** mo sa amon?
*What is your **opinion** (**viewpoint**) of us?*

Maayo ang ila **panulok** sa simbahan.
*Their **outlook** of the church is good.*

Abi (thought)

Abi in the context of this chapter roughly translates to "presume." It is used to communicate a false assumption (i.e., "I thought I had time to eat before work, but I did not."). The following pattern should be used for ***abi*** in this way.

- ***ABI*** + SANG MARKER/PRONOUN + NGA* + PHRASE

***Note**: The *nga* is often dropped for ease of pronunciation. *Nga* is also not included when there is a different conjunction that "resets" the sentence such as *pero*.

Examples

Abi ko may asawa na siya, *pero wala gali.
*I **thought** that he had a wife already, but he actually doesn't.*

Abi ni Joseph Smith nga isa sa mga simbahan sa kalibutan matuod.
*Joseph Smith **thought** that one of the churches on the earth was true.*

Abi niya nga indi ako 'kabalo nga mag-Ilonggo.
*He/She **thought** that I don't know how to speak Ilonggo.*

Note: Be careful using the phrase *abi mo*, as this particular use of abi with the pronoun mo can be rendered in English as the phrase "I'll have you know." Used in the wrong context, this may be inappropriate and come across as rude. The phrase *abi mo* is often shortened to just *mo* and then tacked on to the end of sentences.

Examples

Abi mo pwede 'ta magtulog bisan adlaw na haw?
***You thought** that we (inclusive) could sleep even if it's daytime?*

Wala kami plete **mo**!
*We (exclusive) don't have money to travel (**I'll have you know**)!*

Activities

Personal

Speaking

A. For each of the following topics, practice giving your opinion using the vocabulary from this chapter. Some Filipinos like to ask non-natives what they think about some of the different aspects of local life. You may wish to compare and contrast with where you are from or with some of the different places you have been to in Philippines. Focus on the positives when you give your opinion about the different aspects of life in the Philippines.

1. Filipino food
2. Weather
3. Public transportation
4. Cities vs. mountainous region
5. Filipino cultural customs

Listening

B. During a sacrament meeting talk, Sunday school lesson, or other meeting listen for any of the terms used in this chapter when a personal interpretation of a story to illustrate a gospel principle is shared. How can you similarly use stories and analogies along with interpretations in order to teach gospel principles?

Reading

C. On a separate sheet of paper, write all of the terms from this chapter expressing thought, opinion, or judgment in the following scriptures. Check your answers.

1. 1 Nephi 4:14–16
2. 2 Nephi 5:3
3. 2 Nephi 32:1
4. Mosiah 2:10–11
5. Mosiah 23:7
6. 3 Nephi 17:2–3

D. Read the following quote by President Russell M. Nelson from an April 2017 conference address. What message is taught in the short quote? How could this help one of your investigators that may be struggling?

"*Wala sang mahapos ukon kinaandan parte sa pagmangin amo ka gamhanan nga mga sumulunod. Ang aton pagtamod dapat nagasentro sa Manluluwas kag sa Iya ebanghelyo. Ini mabudlay sa kaisipan ang magtinguha nga maglantaw sa Iya sa kada panghunahuna. Apang kon buhaton naton, ang aton pagduhaduha kag mga kahadlok madula.*" (President Russel M. Nelson, "Ang Pagkuha sang Gahum ni Jesucristo Pasulod sa Aton Mga Kabuhi," Pangkabilugan nga Komperensya, Abril 2017).

"There is nothing easy or automatic about becoming such powerful disciples. Our focus must be riveted on the Savior and His gospel. It is mentally rigorous to strive to look unto Him in every thought. But when we do, our doubts and fears flee." (President Russel M. Nelson, "Drawing the Power of Jesus Christ into Our Lives," *Ensign*, May 2017).

Writing

E. Translate each of the sentences below into Hiligaynon. Pay close attention to the context to know which words to use. Check your answers.

1. I thought we were late.
2. In your (singular) opinion, is it difficult to read the Old Testament?
3. Ponder the words that you (plural) read.
4. I thought that he was a member.
5. I am thinking about the Lopez family.
6. What are you (singular) thinking?

F. Spend some time each day to make a journal entry in Hiligaynon. Write about how you think the day went, share your opinion on certain things, and express any other thoughts and opinions that you have been thinking about. Occasionally review the record you have made to see how you have improved and changed over time.

Companion

Speaking

G. During a weekly planning session discuss what you think should be done to help each person you are teaching progress. Make sure your goals and plans reflect the things you talk about in your discussion.

H. Ask your companion what their opinions are on certain popular Filipino foods like adobo, Bicol express, and sinigang. You may also want to ask them more generally what their preferences are towards food. Use what you learn to make some meals that you can both enjoy together.

Listening

I. "The first few moments with investigators are very important" (*Preach My Gospel*, 176). When visiting someone for the first time, you may wish to learn a little more about what the person thinks about religion and the role it has played in their life. Listen carefully to your investigators as they share their personal views and opinions on religion and other topics which may be important as you move forward in teaching.

J. Several phrases in English that use a form of the word "think" can't be conveyed in Hiligaynon using the words meaning "think" taught in this chapter. Depending on context, more appropriate translations may use some form of the word *dumdom* (remember) or perhaps emphatic particles expressing doubt or speculation. Listen for times that you hear someone conveying something that means "think" or "thought" without using the vocabulary taught in this section. Discuss with your companion why the native speaker chose the words they used and why using one of the words from this section would have been inappropriate or not in the context of the sentence.

Reading

K. Read Mosias 4:30. Discuss in Hiligaynon with your companion the importance of our thoughts and the types of things we should think about. What does this scripture mean to you personally? To your companionship? For your investigators?

Writing

L. Practice using the word *abi* to write a short story about how something you initially expected to be one way turned out to be different in reality. Share the story with your companion. Work together to correct any grammar errors in the story. What gospel parallels can you make with the story, and how could you use the story to teach one of your investigators?

Group

Speaking

M. Review the section "How to Begin Teaching" in *Preach My Gospel* as a group. After thoroughly reviewing the section, practice teaching each other (in Hiligaynon) as if you were teaching an investigator for the first time. Use vocabulary and grammar from this section to express thoughts, opinions, and judgments.

N. Sometimes investigators may not explicitly state how they feel about your visits and what they truly think about the lessons being taught. Discuss as a group some things that can be done to evaluate how someone is receiving the missionary lessons and commitments. How can you effectively resolve the concerns of those you are teaching? After having a discussion, practice teaching each other in small groups, role playing and implementing what you have learned as a group.

Listening

O. During weekly reporting at district meetings, listen carefully while the missionaries report on their investigators and others they are teaching. Specifically listen for what the missionaries are presenting as good and bad things (in their opinion). What do they think should be done moving forward? Discuss as a group ideas of ways to help those you teach to progress.

P. Have a native speaker, teacher, or experienced Hiligaynon speaker from the group explain the differences between *pinsar*, *hunahuna*, and *binagbinag* and which ones are appropriate for particular situations. Then have two people from the group demonstrate a 5-minute lesson on any topic of their choosing, wherein they use each of these words appropriately.

Reading

Q. Read Alma 60:11–13 as a group in Hiligaynon. These verses correct a few false suppositions held by people inside and outside of the Church. Answer the following questions as a group, allowing discussion for each question.

1. Can we expect the help of God when we are idle?
2. Why do you think God allows bad things to happen to the righteous?
3. Why does Moroni suggest that the bad things that happened to the righteous are a blessing to the righteous but a form of condemnation to the wicked?
4. How do you think these principles apply to you? To your investigators?

Writing

R. Allow a designated judge to predetermine a list of 6–10 English sentences containing different forms of the word "think" or words that would otherwise express opinion if translated into Hiligaynon. Within the group, split into two teams. The judge will read a sentence off of the list and start a timer for thirty seconds. The time limit can be shortened or lengthened to alter the difficulty of the activity. Once the timer has started, one person from each team will have to accurately translate the English sentence into Hiligaynon on a piece of paper. The first person to complete an accurate translation is awarded two points. If the second person still manages to complete an accurate translation before time runs out, they are awarded one point. Failure to complete a sentence in the time limit given or an inaccurate translation will result in the loss of one point. Additionally, anybody who is unable to complete a translation or creates an inaccurate translation has to write three sentences on the board that uses correct grammar and the correct form of the word "think" for the sentence given by the judge. These sentences can be completed with the assistance of teammates. The team with the most points when there are no more sentences left to translate wins. Be sensitive to the differing levels of expertise and experience in speaking Hiligaynon. Do not do anything to criticize, humiliate, or belittle each others' abilities to speak the mission language. The point of this activity is to practice and learn how to better use the different types of words that express thoughts.

Review: Judgment, Doubt, Emotion, Possibility, and Influence

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles that you have learned in performing the following function:

Asking and Answering Questions of Judgment, Doubt, Emotion, Possibility, and Influence

- Expressing Doubt and Possibility
- Expressing Thoughts, Opinions, and Judgment

Activities

Personal



Speaking

A. Choose one of the concepts from this section that you are struggling to master. Using the concept of your choice, write out five or more sentences that you could realistically use in a teaching appointment or other common setting in which you find yourself. Be sure to check the accuracy of your sentences with an experienced Hiligaynon speaker. Once you have completed the sentences and checked them for accuracy, take time to regularly practice saying the sentences aloud until you are able to use them comfortably and naturally. For additional practice, you may come up with five new sentences and repeat the process.



Listening

B. People you come into contact with may have a wide range of preconceived notions in regards to missionaries, foreigners, and the church. It is important to note that these presumptions may not necessarily be negative. Listen for whenever these presumptions are expressed in Hiligaynon and interpret what it means that a native speaker would express these presumptions aloud.



Reading

C. Familiarize yourself with the introduction of the Book of Mormon as well as Moroni 10:3–5. Specifically, note what things we are invited to do in order to know that the Book of Mormon is true. How might you share these ideas with an investigator that you are teaching? How could you explain the meaning of *binagbinag* to someone that doesn't understand this word?

D. Read through the following mini-dialogues. If you struggle to understand the Hiligaynon grammar or vocabulary usage in any of these dialogues, consider focusing your language study on strengthening these areas.

Person 1	Person 2
Pila ang mabunyagan subong nga semana? *How many will be baptized this week?*	Basi duha. *Probably two.*
Sin-o? *Who?*	Si Brother Mendoza kag ang bata niya nga si Rhoda. *Brother Mendoza and his daughter, Rhoda.*
Abi ko ayaw ni sister nga mabunyagan sila. *I thought sister didn't want them to be baptized.*	Daw nagbag-o ang kaisipan niya sang kagab-i. *It seems her mind was changed last night.*
Sige, maghapit kita sa ila karon para siguradohon. *Alright, let's stop by them later to make sure.*	Sige. *Okay.*

Person 1	Person 2
Brother Domagsang, para sa imo, ngaa kinahanglan naton ang pagtuo? *Brother Domagsang, for you (singular), why do we (inclusive) need faith?*	Agud ipakita naton nga nagasalig kita sa Iya kag gusto naton nga magbalik sa Iya. *In order to show we (inclusive) trust Him and want to return to Him.*
Paano ka nagapakita sang pagtuo mo, Brother? *How do you (singular) show your (singular) faith, Brother?*	Nagatinguha ako nga magsunod sa Iya mga kasuguan kag maghinulsol sang akon mga sala. *I am striving to follow His commandments and repent of my sins.*

Person 1	Person 2
Sa banta ko, kinahanglan naton bisitahon si Joseph. *In my opinion, we (inclusive) need to visit Joseph.*	Ngaa ginapinsar mo ina? *Why are you (singular) thinking that?*
Amo lang 'na ang nabatyagan ko. *That is just what I felt.*	Sige. Basi nabatyagan mo ang Balaan nga Espiritu. *Okay. You (singular) probably felt the Spirit.*
Oo, basi. *Yeah, probably.*	Lakat 'ta! *Let's go!*

Writing

E. Fill in the blank with the appropriate Hiligaynon word to complete the sentence. Check your answers.

1. ___ nabudlayan siya sa pagpamati.
   It seems as though he struggles to listen.
2. ___.
   Probably.
3. ___ nabilin ko ang akon payong sa simbahan.
   I probably left my umbrella at the church.
4. Samtang nagabasa kamo, ___ ninyo ang inyo ginabasa.
   While you (plural) are reading, ponder what is being read.
5. ___ mag-ulan 'ni.
   It looks like it will rain.
6. Ano ang ___ mo sa mga misyonero?
   What is your (singular) view of missionaries?
7. ___ may dengge ka.
   You (singular) might have dengue.
8. Ano ___ ang ihambal niya?
   What was she going to hopefully say?

F. Translate the following sentences into Hiligaynon. Check your answers.

1. This might be an answer to our (inclusive) prayer.
2. He presumed the true church existed on the earth at that time.
3. It appears as though a typhoon is coming.
4. Brother Vilas is sure of his decision.
5. In his view, this is what happened.
6. For you (singular), why does God want us (inclusive) to pray?
7. What do you (plural) think we should do?
8. I am thinking about Brother and Sister Peralta.

Companion

Speaking

G. Practice using *basi* and *siguro* to introduce scriptures that you are planning on using in a lesson later today. Repeat a few different scriptures until you feel comfortable using these words in complete sentences to introduce a scripture. Example: *Basi magsugod kita sa pagbasa sa diri sa Pauna*. (*Maybe we (inclusive) will start reading here in the Introduction.*)

H. Practice teaching your companion as if they were a struggling investigator that you are currently teaching. Use the grammar and vocabulary from the functions in this section to offer suggestions of what this person can do in order to start progressing and overcome the challenges that they are facing.

Listening

I. Visit a member family and ask them if they had any contrasting attitudes, emotions, or feelings as they were preparing to join the Church. Was one person more willing to get baptized than another? Did they have any fears or doubts despite knowing that it was good for their family? Think about how you can use the experiences of members in your area to help your current investigators. You may do this activity with other families if you desire more practice.

J. Review your Progress Record for the upcoming week. With your companion, discuss the goals that you have for each person whom you work with and the help needed from the ward to accomplish these goals. Discuss these goals in Hiligaynon and focus on the correct use of grammar principles in this section to explain what could have happened and what actually happened. Practice using these sentences while role playing a local leadership meeting. Consider using the sentences as you participate in an upcoming ward council or ward coordination meeting.

Reading

K. Read the Atonement (*Preach My Gospel*, p. 51) and think about what would have happened if Christ had not performed the Atonement. Using the grammar principles from this section, form sentences to describe how the world would have been, and how it would be now. Also refer to 2 Nephi 9:8–10 for more ideas. Consider ways to use these ideas to help one of your current investigators.

Writing

L. During a weekly planning session, discuss as a companionship the specific needs of your investigators that are struggling to progress and keep commitments. Set goals and write out a list of things you might want to try in order to help particular investigators to progress.

Group



Speaking

M. Role play a situation where one companionship are the missionaries and the other companionship are investigators that are having a difficult time deciding whether or not to get baptized. Ask questions to help the investigator sort through their feelings and set a goal for when they will be baptized. Then switch roles and do the role play again. Afterwards, discuss how you felt as you role played the investigator (Did you feel that the missionary cared about you? Did you feel that they were giving you too much pressure? etc.). Make plans to have this discussion with an investigator that you are currently meeting with. Be sure to incorporate the thoughts and suggestion from this group discussion.

N. Turn to page 10 of *Preach My Gospel* and read the second paragraph under "A Successful Missionary," starting with the third sentence ("Your responsibility . . ."). Discuss together the conflicting feelings the passage describes that may come when people choose not to accept your message. Can you feel like a successful missionary even when people reject your message? Why shouldn't you become discouraged despite being rejected?



Listening

O. Invite a member that is planning on serving a mission to attend one of your district meetings to get a feel for some of the things missionaries do regularly. Allow your guest to briefly introduce themselves, including what their hopes are for the future.

P. Consider inviting members to your district meeting when you feel doing so would be beneficial to the group. Listen carefully to suggestions that the member offers and consider how you can use what you learn to best help your investigators.



Reading

Q. Role play using the introduction of the Book of Mormon or Moroni 10:3–5 to teach an investigator how to receive revelation of the truthfulness of the Book of Mormon. Exchange feedback on how well the scriptures were used and what you felt as the investigator. Re-practice the teaching situation as time permits.

Appendix

Appendix

A. Changing Focus

Here are several examples of sentences written in multiple focuses.

Actor Focus	Magsulat ako sang note para kay President. *I will write a note for President.*
Object Focus	Isulat ko ang note para kay President. *I will write a note for President.*
Location/Receiver Focus	Sulatan ko si President sang note. *I will write President a note.*

Actor Focus	Nagtudlo ang mga misyonaryo sang ebanghelyo ni Jesucristo sa mga tawo. *The missionaries taught the gospel of Jesus Christ to the people.*
Object Focus	Gintudlo sang mga misyonaryo ang ebanghelyo ni Jesucristo sa mga tawo. *The missionaries taught the gospel of Jesus Christ to the people.*
Location/Receiver Focus	Gintudloan sang mga misyonaryo ang mga tawo sang ebanghelyo ni Jesucristo. *The missionaries taught the people the gospel of Jesus Christ.*

Actor Focus	Maghatag ang Diyos sang sabat sa aton. *God will give us (inclusive) an answer.*
Object Focus	Ihatag sang Diyos ang sabat sa aton. *God will give us (inclusive) an answer.*
Location/Receiver Focus	*Hatagan kita sang Diyos sang sabat. *God will give us (inclusive) an answer.*

*See chapter 17 “Indicative Location/Receiver Focus” to learn more about why pronouns sometimes come after the verb.

Actor Focus	Naghatag siya sang Libro ni Mormon sa akon. *He/She gave me a Book of Mormon.*
Object Focus	Ginhatag niya ang Libro ni Mormon sa akon. *He/She gave me a Book of Mormon.*
Location/Receiver Focus	*Ginhatagan niya ako sang Libro ni Mormon. *He/She gave me a Book of Mormon.*

*See chapter 17 “Indicative Location/Receiver Focus” to learn more about how to use pronouns in Location/Receiver Focus.

Actor Focus	Nagabasa ako sang Libro ni Mormon kada adlaw. *I read the Book of Mormon every day.*
Object Focus	Ginabasa ko ang Libro ni Mormon kada adlaw. *I read the Book of Mormon every day.*
Location/Receiver Focus	--------

*This sentence does not have a location or receiver, therefore it can only be translated in actor focus (focusing on **I**), or in object focus (focusing on the **Book of Mormon**).

Actor Focus	Nagtuga ang Diyos sang tanan nga mga tawo. *God created all of the people.*
Object Focus	Gintuga sang Diyos ang tanan nga mga tawo. *God created all of the people.*
Location/Receiver Focus	--------

*This sentence does not have a location or receiver, therefore it can only be translated using actor focus (focusing on **God**), or using object focus (focusing on **all of the people**).

Actor Focus	Maglaygay ang mga suluguon sang Dios sa Iya mga anak. *God's servants will counsel His children.*
Object Focus	--------
Location/Receiver Focus	Layagayan ang Iya mga anak sang mga suluguon sang Diyos. *God's servants will counsel His children.*

*This sentence does not have an object, therefore it can only be translation in actor focus (focusing on **God's servants**), or in location/receiver focus (focusing on **His children**).

Actor Focus	Nagagiya ang mga propeta sa aton. *The prophets guide us (inclusive).*
Object Focus	--------
Location/Receiver Focus	Ginagiyahan kita sang mga propeta. *The prophets guide us (inclusive).*

*This sentence does not have an object, therefore it can only be translated using actor focus (focusing on **the prophets**), or using location/receiver focus (focusing on **us**).

B. Common Irregular Roots

Root Hiligaynon Word	Future Tense Object Focus *-on*
kagat *to bite*	**kagton** *will bite*
patay *to kill*	**patyon** *will kill*
kasal *to marry*	**kaslon** *will marry*
tawag *to call*	***tawgon** *will call*
pakot *to guess*	**pakton** *will guess*
utod *to cut*	**utdon** *will cut*
tapos *to fisnish/complete*	**tapuson** *will finish/complete*
kaon *to eat*	**kaunon** *will eat*
pangayo *to ask (for something)*	**pangayuon** *will ask (for something)*
luto *to cook*	**lutuon** *will cook*
intyende *to understand*	**intyendehon** *will understand*
dala *to bring/carry*	**dalhon** *will bring/carry*
bag-o *to change*	**bag-uhon** *will change*

***Note**: The spelling *tawagon* is also appropriate and is not considered to be irregular.

C. Commonly Confused Words

Abot also abut (ă•bót)	to arrive, to come
Abot also abut (a•bót)	to overtake; to catch
Agi (a•gi)	trace; trail; track; to pass by
Agi (ă•gí)	effeminate man; gay
Ako also aku (ă•kó)	I
Akô (á•ko)	take /accept responsibility
Amo (ă•mó)	the very one; same
Amo (a•mó)	masc. employer; master
Amô (ă•mó)	monkey
Anay (á•nay)	before; once; a while; wait awhile
Anay (a•náy)	termite(s)
Baka (ba•ká)	cow; oxen
Bakâ (bă•ká)	bowlegged person
Bala (bá•la)	bullet(s)
Bala (bă•lá)	part. question marker or signal; “If you please” request marker; Intervening expression “You know”
Bangko (baŋ•kó)	bank; to bank one’s money
Bangkô (baŋ•kó)	bench; (big) stool
Basa (bá•sa)	to read
Basâ (bă•sá)	wet; moist
Bato (bă•tó)	stone
Batô (ba•tó)	fighting back; rebellion
Batok (bă•tók)	burnt to a cinder; charred
Batok also batuk (bá•tok)	against
Bilin (bi•lín)	instruction or reminder
Bilin (bĭ•lín)	remainder; balance; leftover
Bilin (bí•lin)	to leave (something) behind
Bobo (bo•bó)	fool; dunce; stupid
Bôbô (bó•bo)	to pour out
Buhi (bú•hí)	alive
Buhi (bu•hí)	to let loose; to let go
Bulag (bŭ•lág)	blind; sightless person
Bulag (bu•lág)	separate(d)
Bunot (bŭ•nót)	coconut husk
Bunot (bù•nót)	to draw from a lot; to draw out something embedded
Butong (bú•toŋ)	to pull
Butong (bŭ•tóŋ)	young coconut with soft meat

Dugaydugay (dŭ•gáy•dŭ•gáy)	a little while later; every now and then
Dugaydugay (dŭ•gáy•dú•gay)	quite some time; a very long while
Duhaduha (dŭ•hà•dúha)	doubt
Duhaduha (dŭ•há•dŭ•há)	by twos
Galing (gá•liŋ)	but; however
Galing (gă•líŋ)	to grind; mill; milling season
Halin (hă•lín)	from
Halin (hă•lín) Halin (há•lin)	to leave; come from to move out; transfer
Hapon (ha•pón)	afternoon; early evening
Hapon (há•pon)	Japanese person
Hilo (hi•ló)	thread
Hilô (hĭ•ló)	poison
Hinayhinay (hĭ•náy•hĭ•náy)	a little slower/less loud
Hinayhinay (hĭ•này•hí•nay)	quite slow/quite soft
Hugot (hŭ•gót)	tight; to tighten; insistent; sincere
Hugot (hú•got)	to remove or pluck things; to pull out
Huyâhuyâ (hŭ•yà•hú•ya)	timidity; coyness; hesitation
Huyâhuyâ (hŭ•yá•hŭ•yá)	the shrinking mimosa (plant that closes its leaves when touched)
Ilis (i•lís)	replacement; substitute
Ilis (í•lis)	to change (clothing); get dressed
Kalayo (kă•la•yó)	fire
Kalayô (kà•lă•yó)	distantness; farness
Kawatan (ká•wa•tàn)	thief; robber
Kawatan (ka•wà•tán)	will be robbed
Kita (kĭ•tá)	we
Kitâ (kì•tá) Kitâ (kí•ta)	earnings to see
Laba (lă•bá)	to launder
Labâ (là•bá)	length
Lago (lă•gó)	earthworm
Lagô (lă•gó)	soiled; needing laundering
Lain (lă•ín)	different
Lain (là•ín)	whatever is bad; badness

Lata (la•tá)	tin can or container
Latâ (lá•ta)	over cooked; to make mushy
Lubad (lŭ•bád)	to fade (color)
Lubad (lú•bad)	to untangle; to translate
Maayo (mă•a•yó)	good; well
Maayo (ma•a•yó)	will be healed
Maayô (ma•ă•yó)	will bargain; will ask for concession
Mag-utod (mag•ŭ•tod)	two siblings
Mag-utod (mag•ŭ•tód)	cut (to cut)
Maghalin (mag•hă•lín)	to leave; came from
Maghalin (mag•há•lin)	moved; transferred
Mainit (mă•i•nít)	hot; warm
Mainit (ma•í•nit)	will heat
Mama (má•ma; ma•má)	child's term of address to his/her mother
Mamâ (mă•má)	a chew from the betel nut often enjoyed by rural residents
Mamulong (ma•mú•loŋ)	gave remarks
Mamulong (ma•mŭ•lóŋ)	will cure/treat
Masipot (mă•sĭ•pót)	narrow
Masipot (ma•sí•pot)	to gather every last bit
Mayor (mă•yór)	main; chief
Mayor (me•yór)	mayor; chief executive of a town or city
Naigô (nà•í•go)	apportioned or assigned to
Naigô (nà•i•gó)	was hit
Omol (ó•mol)	to clench a fist
Omol (ŏ•mól)	to have an uncontrollable urge
Padayaw (pă•dă•yáw)	to show off; boast
Padayaw (pà•dá•yaw)	to allow oneself to be praised
Paagi (pă•a•gí)	by way of; through
Paagi (pà•á•gi)	to be allowed to pass
Paubus (pă•ŭ•bús)	to humble (oneself)
Paubus (pă•ŭ•bús)	towards the lower end of town
Paubus (pà•ú•bus)	to cause to be consumed
Pauli (pă•ú•li)	to go home
Pauli (pà•ú•li)	to cause to be returned
Pakpak (pak•pák)	wing (s)
Pakpak (pák•pak)	to beat with the hand or some broad implement
Palad (pa•lád)	palm of the hand
Palad (pă•lád)	flat fish; flounder

Palâ (pă•lá)	big red ants
Pala (pa•lá)	spade; shovel
Palay (pa•láy)	harvested rice still on stalks
Palay (pă•láy)	wooden peg used to hold joints in place just as nails do
Pamata (pà•mă•tá)	to cause to wake up
Pamatâ (pă•má•ta)	to give birth to more than one child
Pamilit (pă•mi•lít)	repeated insistence
Pamilit (pă•mĭ•lít)	to stick repeatedly
Pamulong (pă•mú•lóŋ)	to make a speech
Pamulong (pă•mŭ•lóŋ)	to treat ill people
Pamunô (pă•mù•nó)	introduction; opening remarks
Pamunô (pă•mŭ•nó)	to stab readily/many times
Pamunô (pă•mŭ•nó)	to fill several containers
Pangadlaw (pă•ŋad•láw)	laughing; laughter
Pangadlaw (pă•ŋad•láw)	days; season
Panubô (pà•nŭ•bó)	to cause to go down/to lower
Panubô (pă•nú•bo)	to grow or growing
Paso (pă•só)	eliminated in a game
Pasô (pá•so)	injured by heat; to burn or scald
Pati (pá•ti)	to believe; belief
Pati (pá•ti)	to obey
Pati (pă•tí)	including
Piko (pĭ•kó)	children's game (form of hopscotch)
Piko (pi•kó)	a pickaxe
Piko (pì•kó)	a unit of weight measurement in sugar industry about 133 lbs
Piko (pí•ko)	a pole in a sailboat that raises or lowers the main sail
Pila (pĭ•lá)	how many
Pila (pí•la)	to fall in line; to line up
Pilit (pĭ•lít)	to stick; sticky
Pilit (pí•lit)	to force
Puga (pŭ•gá)	a hard lump of soil
Pugâ (pú•ga)	to squeeze liquid out of wet things
Pulot (pú•lot)	to pick up
Pulot (pŭ•lót)	syrup from sugar cane
Pundo (pún•do)	to stop; stay put
Pundo (pun•dó)	funds
Punô (pu•nó)	trunk of tree; plant unit; root
Punô (pŭ•nó)	full; filled
Punô (pu•nó)	head of group or organization

Punto (pun•tó)	dot; point
Punto (pun•tó)	idea; gist
Pus-on (pus•ón)	lower abdomen
Pus-on (pùs•ón)	will be crushed
Sako (sa•kó)	sack
Sakô (sa•kó)	busy
Sala (sa•lá)	courtroom; living room; large hall
Salâ (să•lá)	fault; error; sin; mistake
Salig (să•líg)	to depend/rely on
Salig (sá•lig)	to trust; faith
Salo (sá•lo)	to eat with others
Salô (să•ló)	to catch what is thrown or coming down
Sangkap (sáŋ•kap)	tools; implements; pieces of equipment
Sangkap (saŋ•káp)	a set; things that go together
Sapsap (sap•sáp)	a small, round, silvery fish
Sapsap (sáp•sap)	to dress wood by chipping or cutting away thin slips
Soso (so•só)	breasts of mammals; to suckle
Sosô (sŏ•só)	cover term for all edible snails
Sulay (sŭ•láy)	temptation
Sulay (sú•lay)	to go under the rain
Sunod (sŭ•nód)	to follow/trace; imitate; obey
Sunod (sú•nod)	to follow one another in a line
Sunodsunod (sŭ•nód•sŭ•nód)	to come/happen closely, one after another
Sunodsunod (sŭ•nòd•sú•nod)	to attempt to follow; tag along; attempt to imitate
Tabas (ta•bás)	cut; style; fashion: said of clothing
Tabas (tă•bás)	sickle-shaped cutting implement
Tabog (tá•bog)	to shoo or drive away; cast out; expel
Tabog (tă•bóg)	caused to fly or scatter away by force
Tabok (tă•bók)	to cross or go across
Tabok (tá•bok)	across a divide; on the other side
Tabû (tá•bu)	to meet; come together
Tabu (tă•bú) also tabô	to happen; take place
Tahud (tá•hud)	to show deep respect and honor
Tahud (tă•húd)	the sickle of a cock or rooster
Taksi (tak•sí)	taxicab
Taksî (tak•sí)	child's game with coins or counters at the center of a circle drawn on the ground

Tamâ (ta•má)	just right; enough; right, correct
Tamâ (tá•ma)	overcome
Tamâ (tà•má)	very; too
Tandâ (tán•da)	to mark; to take notice
Tandâ (tăn•dá)	sharpshooting; sharp mind
Tapakan (tá•pă•kàn)	what is usually stepped on; a treadle; doormat
Tapakan (tă•pá•kán)	will be stepped on
Tapi (tă•pí)	to brush aside physically
Tapî (ta•pí)	wood products (lumber)
Tapik (tá•pik)	to stick together
Tapik (tă•pík)	to infect (said of disease)
Tayâ (tă•yá)	a bet in gambling game
Tayâ (tá•ya)	to aim/train a weapon at some target
Tinapayan (tì•ná•pă•yàn)	bakery; bakeshop
Tinapayan (tì•na•pà•yán)	was slapped resoundingly
Tinga (tĭ•ŋá)	bits of food that get lodged between teeth
Tingâ (tĭ•ŋá)	gasping breath of a dying person
Toko (tŏ•kó)	posts for support or to prop up some structure
Tokô (to•kó)	big house lizard; gecko
Toktok (tŏk•tók)	rust
Toktok (tók•tók)	knock(ing)
Toktok (tók•tok)	to chop up (usually food)
Toktok (tok•tók)	the bill or beak of a fowl
Toto (tŏ•tó)	to pound
Totô (tò•tó)	term of endearment for a (loved) boy
Tuba (tú•ba)	to stun fish by putting toxic substance in the water usually from a vine
Tubâ (tú•bá)	to cut down a banana plant to get its fruit
Tubâ (tŭ•bá)	fermented wine from palm trees
Tubo (tŭ•bó)	sugar cane
Tubo (tu•bó)	pipe; tube
Tubô (tú•bo)	to grow; growth
Tudlo (tud•ló)	finger; toe
Tudlo (túd•lo)	to point (out/at/to)
Tudlo (túd•lo)	to teach; teaching; instruction
Tuod (tù•ód)	truth; fact
Tuod (tŭ•ód)	stump of a cut down small tree
Tuman (tú•man)	to obey; comply
Tuman (tu•mán)	extreme; great

Tuo (tŭ•ó)	the right (side)
Tuo (tú•o)	believe (in); have faith; belief or thinking
Tuyo (tŭ•yo)	sleepy
Tuyô (tu•yó)	objective; purpose; goal
Ubos (u•bós)	totally consumed; eaten up
Ubos (ŭ•bós)	lowlands; below
Uli (ŭ•lí)	toilet paper or anything for the same purpose
Ulî (ù•lí)	return; repayment; to return; be restored
Ulî (ŭ•lí)	repetition; go home
Ulihi (ŭ•li•hí)	the last one; to come late/last
Ulihi (ŭ•lì•hí)	late; later; latest; to do/put last
Utod (ù•tód)	sibling
Utod (ŭ•tód)	a piece broken/cut off; to break off, cut, or sever
Wala (wă•lá)	left
Walâ (wă•lá)	not; none
Walâ (wá•la)	to become lost; disappear

Missionary Tasks

Introductions

Common Greetings

Maayong *Good*	**aga** *morning* **hapon** *afternoon* **gab-i** *evening*

Question (w/nouns)	Subject		
Kamusta *How is/are*	**kamo?** *you? (plural)*		
Taga-diin *From where*	**siya?** *he/she?*	**ngalan** *name*	**ninyo?** *your?*
Sin-o *Who*	**sila?** *they?*	**pamilya** *family*	**niya?** *his/her?*
Ano *What*	**ang** *(focus marker)*	**kaupod** *companion*	**ko?** *my?*
		maestro *teacher*	**nila?** *their?*

Question (w/verbs)	Actor	Verb
Diin *Where*	**kamo** *you (pl.)*	**magmisyon?** *will you serve a mission?*

Describer	Subject		
Maayo *Good/Fine*	**ako** *I*	**kami** *we (exclusive)*	
Malipayon *Happy*	**siya** *he/she*	**sila** *they*	
Ako *I*	**Si_____** *(name)*		
Taga-_____ *From (place)*	**ang** *(focus marker)*	**pamilya** *family*	**ko** *my*
(mga) Misyonero *Missionary (ies)*		**kaupod** *companion*	**ninyo** *your*
Maestro *teacher*			**nila** *their*
Kaupod ko *My companion*			**niya** *his/her*

Verb/Adjective		Actor	Prepositional Phrase	
Nanamian *Like*		**ako** *I*	**sa** *(location marker)*	**Pilipinas** *the Philippines*
Malipayon *Happy*		**siya** *he/she*		**_____ misyon**

Give a Simple Overview

A) Possessive Phrases		
Bata/Anak *Child*		
Pulong *Word*	**sang**	**Diyos** *God*
Plano *Plan*		
Propeta *Prophet*		
Ebanghelyo *Gospel*		
Simbahan *Church*	**ni**	**Jesucristo** *Jesus Christ*
(mga) Saksi *Witness(es)*		

B) Describer	Focus	
(mga) Pulong sang Diyos *Word(s) of God*	**ang**	**Libro ni Mormon** *Book of Mormon*
Plano sang Diyos *Plan of God*		**ebanghelyo** *gospel*
Diyos *God*		**aton Amay sa Langit** *our Father in Heaven*
Manunubos *Redeemer*	**si**	**Jesucristo** *Jesus Christ*
Anak sang Diyos *Child of God*		**Joseph Smith** *Name*
Propeta sang Diyos *Prophet of God*		
(mga) Misyonero *Missionary (ies)*	**ako** *I*	**kita/kami** *we*
(mga) Anak sang Diyos *Child(ren) of God*	**ka** *you*	**kamo** *you all*
	siya *he/she*	**sila** *them*

C) Verb	Actor		Location/Receiver	
Nagagiya *Guides*	**ang** *Focus*	**ebanghelyo** *gospel*	**sa**	**mga pamilya/panimalay.** *families*
Nagapabakod *Makes strong*		**Libro ni Mormon** *Book of Mormon*		**mga tawo.** *people*
Nagabulig *Helps*		**propeta** *Prophet*		**aton.** *us*
		Diyos *God*		**Object**
Nagatudlo *Teaches*		**Espiritu Santo** *Holy Ghost*	**sang**	**Pulong sang Diyos** *word of God*
				Plano sang Diyos *Plan of God*
				kamatuoran *truth*
				ebanghelyo *gospel*

D) Ask a question			
		kamo *you all*	**magpangamuyo?** *pray?*
		ako *I*	**magbasa?** *read?*
Pwede *Can*	**bala**	**kami** *we (exclusive)*	**magpaambit?** *share?*
		kita *we (inclusive)*	**magsulod?** *enter?*
			magbalik? *return?*

Offer a Prayer

Title	Possessive Pronoun	Location
Amay *Father*	**namon** *our (exclusive)* **ko** *my*	**sa langit.** *in heaven.*

Verb	Actor	Location Marker	Object/Noun
Nagapasalamat *Being thankful*	**kami** *we* **ako** *I*	**(para) sa** *for (objects/noun/titles)* **Location Marker** **(para) kay** *for (proper names)*	**ebanghelyo.** *gospel.* **Pagbayad-sala ni Jesucristo.** *Atonement of Jesus Christ.* **Proper Names** *Elder/Sister/Brother _____.* *Thomas S. Monson* *Bishop/President _____.*

Verb	Actor	Location (Pronouns/ Names/Nouns)		Non Focus marker	Object (Nouns)
Bugayan/ Bendisyonan *Bless (use sang, nga or sa)*	**mo/ nimo** *you*	**kami** *us*		**sang** *(with)*	**Pagtuo kay Cristo** *Faith in Christ*
Giyahan *Guide (use nga or sa)*		**ako** *I*			**dulot sang mga hambal.** *gift of tongues.*
Buligan *Help (use nga or sa)*		**si _____** *(name)*		**Sentence Linker**	**--Additional Verb Phrases--**
Hatagan *Give (use sang)*		**Focus Marker**	**Location (nouns)**	**nga** *(to)*	**maintyendehan ang pagbayad-sala.** *understand the atonement.*
		ang	**kaupod ko** *my companion*		**mabatyagan ang Espiritu Santo.** *feel the Holy Ghost.*
			mga pamilya namon *our families*	**Location Marker**	**Location (nouns)**
			Propeta *the Prophet*	**sa** (in)	**pagtuon sang Hiligaynon.** *learning Hiligaynon.*
			(mga) ginatudloan namon *those we are teaching*		**pagtudlo namon.** our teaching.

Close (Location Marker and Prepositional Phrase)
Sa ngalan ni Jesucristo, amen. *In the name of Jesus Christ, amen.*

Testify

Testifying Phrases	Describer	Subject	
'Kabalo ako nga . . .	**mapinalanggaon**	**ang**	**Aton Amay sa Langit**
I know that . . .	*loving*	*(focus marker)*	*Our Father in Heaven*
Nagapati ako nga . . .	**importante**		**Manluluwas**
I believe that . . .	*important*		*Savior*
Nagapati ka bala nga . . . ?	**perpekto**		**Pagtuo**
Do you believe that . . . ?	*perfect*		*faith*
Ngaa . . . ?	**gamhanan**		**Katuyoan (nila)**
Why . . . ?	*powerful*		*(their) purpose*
	buhi		**Diyos**
	living		*God*
	isa	**Si____**	**Jesucristo**
	one/unified	*(name)*	*Jesus Christ*
	palangga	**ako**	**kami / kita**
	loved	*I*	*we*
	maloloy-on	**ka**	**kamo**
	merciful	*you*	*you (pl.)*
	masinulundon	**siya**	**sila**
	obedient	*he/she*	*they*

Through / by _____.		Verb	Actor	Object	
Paagi sa	**Balaan nga Espiritu**	**mabal-an**	**ninyo**	**ang**	**kamatuoran**
	Holy Ghost	*will know*	*you*	*(focus)*	*truth*
	pangamuyo	**mabatyagan**			**pagpalangga sang Diyos**
	prayer	*will feel*			*love of God*
	pagtuo	**mapatawad**			**palangga ka sang Diyos**
	faith	*will be forgiven*			*God loves you*
	pagsunod	**giyahan**		**nga**	**matuod ang Libro ni Mormon**
	obedience	*will be guided*		*(linker)*	*the Book of Mormon is true*
	paghinulsol	**pabakuron**			**si Jesucristo ang Manluluwas**
	repentance	*will be strengthened*			*Jesus Christ is the Savior*
	pagbayad-sala			**kamo / kita**	
	Atonement			*you (plural) / we (inclusive)*	
				ang pamilya mo	
				your family	

Sharing a Scripture

Intro phrase		Location		Chapter/Section	Number	Verse/ Paragraph	Number
Palihog, (mag)basa *please read*	**kamo** *you all*	**sa**	**Santiago** *James* **Pauna** *Introduction* **Pahina___** *page ____* **Libro ni Mormon** *Book of Mormon*	**kapitulo** *chapter* **seksyon** *section*	**isa** *one* **duha** *two* **tatlo** *three* **apat** *four* **lima** *five*	**bersikulo** *verse* **Parapo** *paragraph*	**anum** *six* **pito** *seven* **walo** *eight* **siyam** *nine* **pulo** *ten*

Intro phrase		about/how	Verb Phrase/Noun		
Pinsaron *Think*	**mo** *you*	**kon paano** *how to*	**maghinulsol** *repent* **sundon si Jesucristo** *follow Jesus Christ* **gamiton ang pagbayad-sala** *use the Atonement* **mabaton ang (mga) sabat** *receive answer(s)*	**sa**	**kabuhi mo** *your life* **pamilya mo** *your family* **pangamuyo** *prayer*
		parte sa *about*	**pagkahaylo** *conversion (uncommon)* **pagtuo** *faith*		

Interrogative		Object	Location
Ano	**ang**	**matuod-tuod nga tinutuyo** *real intent*	**para sa imo**
What	*focus*	**pagtuo** *faith*	*for you*
		pagpamatuod *testimony*	
		dapat naton himuon *should we do*	
		buot-silingon sini *meaning of this*	

Interrogatives	Verbs/Adj.	Actor		Location	
Paano *how (process)*	**maggiya** *will guide*	**ang** *(focus)*	**plano sang Diyos** *plan of God*	**sa**	**pamilya ninyo?** *your family?*
Ngaa *Why*	**makabulig** *will help*		**mga kasuguan sang Diyos** *commandments of God*		**kabuhi ninyo?** *your life?*
	magpalipay *will make happy*		**pagpadayon hasta sa katapusan** *enduring to the end*		**aton?** *us? (inclusive)*
	importante *important*		**Libro ni Mormon** *Book of Mormon*		**inyo?** *you? (pl.)*
	sundon *will follow*	**si** *(name)*	**Jesucristo** *Jesus Christ* *Joseph Smith*		

Sharing an Experience

When (past)	Verb	Actor
	bata pa *child still*	**si Joseph Smith** *Joseph Smith*
Sang *Back when*	**1820** *1820*	**ako** *I/me*
	nagligad nga tuig *last year*	

Psuedo Verb	Actor	Verb	Object
Gusto	**niya**	**mabal-an**	**kon diin ang matuod nga simbahan**
want	*he / she*	*come to know*	*which is the true church*
	ko	**sundon**	**ang pagbuot sang Diyos**
	I / me	*to follow*	*the will of God*
		himuon	**ang husto**
		to do	*the right / correct*

Therefore	Verb	Actor	Location	
gani	**nagpangita**	**siya**	**sa**	**Biblia**
therefore	*searched*	*he/her*		*Bible*
	nagkadto	**ako**		**Amay**
	went	*I/me*		*Father*
	nagpangamuyo	**si Joseph Smith**		**Kakahoyan**
	prayed	*(name) Joseph Smith*		*forest*

Through this	Verb	Actor	Sentence Resetter	Existential	Object	Actor	
		niya *he / she*	**nga** *that*	**may** *to have*	**lawas** *body*	**ang** *focus*	**Diyos.** *God.*
Paagi sini *Through this*	**nabal-an** *came to know*	**ko** *I / me*			**isa lang ka matuod nga simbahan** *one true church*		
		ni Joseph *(name) Joseph*			**ginhanda nga plano** *prepared plan*		
					isa lang ka pagtuo *one faith*		

Because of this experience		Verb	Actor	Sentence Resetter	Verb	Actor		Object
Tungod *Because of*	**sini nga eksperyensya** *experience this*	**nabal-an** *came to know*	**niya** *he/she*	**nga** *that*	**nagahatag** *gives*	**ang** *focus*	**Diyos** *God*	**sang mga sabat.** *answers.*
		naintyendehan *came to understand*	**ko** *I/me*		**nagapakita** *shows*			**sang paagi agud magbalik.** *way to return.*
			ni Joseph *(name) Joseph*					**sang lya pagpalangga.** *His love.*
								sang mga milagro. *miracles.*

Extending Invitations

Future Verb	?	Actor	Describer
Magbasa *Will read*	**bala**	**kamo** *you*	**adlaw-adlaw** *every day*
Magpangamuyo *Will pray*		**kita** *we*	**bilang pamilya** *as a family*
Magsimba *Will go to church*		**ako** *I*	**karon sa gab-i** *later this evening*
Magpabunyag *Will get baptized*		**si ____** *(name)*	**sini nga Dominggo** *this Sunday*

Verb Phrase (Present Tense)				in order to	Verb	Object	
Nagapangamuyo *praying*	**kamo** *you all*				**mabatyagan** *to feel*		**Balaan nga Espiritu** *Holy Ghost*
Nagasimba *attending church*	**kita** *we*				**mabal-an** *to know*		**pagpalangga sang Diyos** *love of God*
Nagahinulsol *repenting*	**ako** *I*			**agud**	**pabakuron** *to strengthen*		**pagtuo (naton)** *(our / inclusive) faith*
Nagapabunyag *getting baptized*					**matun-an** *to learn*	**ang** *(focus)*	**kamatuoran** *truth*
Nagabag-o *changing*					**maintyendehan** *to understand*		**plano sang Diyos** *plan of God*
Nagabasa *reading*		**sang** *(non focus)*	**Libro ni Mormon** *Book of Mormon*		**sundon** *to follow*		**(mga) sala (naton)** *(our / inclusive) sin(s)*
						si *(focus)*	**Jesucristo** *Jesus Christ*

Will Become	Describer	?	Actor	Location		If/When	Future Verb	Actor
Mangin	**malipayon** *happy*	**bala**	**kamo** *you all*	**sa**	**kabuhi (ninyo)** *(your / plural) life*	**kon** *if/when*	**magbasa** *will read*	**kamo** *you all*
	matinlo *clean*		**kita** *we*		**pagtuo (ninyo)** *(your / plural) faith*		**magpangamuyo** *will pray*	**kita** *we*
	mabakod *strong*		**ako** *I*				**magsimba** *will go to church*	**ako** *I*
							magpabunyag *will get baptized*	

Scenario Practice

Scenario Practice

The following list contains prompts to practice how you would respond to certain scenarios. Use these prompts throughout your mission to improve your ability to answer a variety of questions and respond to different situations. You can practice responding to these prompts on your own, with your companion, or with a native speaker.

While you may not encounter these exact scenarios, practicing the language with these scenarios will help you:

- Learn new vocabulary words
- Memorize words and phrases
- Improve your understanding of grammar principles
- Have more comfortable and natural conversations
- Prepare for situations that you might encounter in your daily activities

Teaching

1. You have just extended a baptismal commitment to a progressing investigator and she has declined. She says that she doesn't see any need in getting baptized. Answer the question "Why do I need to be baptized?"
2. You are conducting a lesson with a recent convert. Teach a short lesson about the sacrament.
3. A man who you are talking to on a bus says that he has heard that we baptize dead people in the Church. Explain the doctrine of vicarious ordinances for the dead.
4. Give a short talk about the Holy Ghost at a baptismal service.
5. Explain patriarchal blessings to a recent convert who has just heard a talk in church about patriarchal blessings.
6. Explain how and why priesthood blessings are given to a progressing investigator who has suddenly become sick.
7. Explain the difference between the Aaronic and Melchizedek Priesthoods to a recent convert young man who is preparing to receive the Aaronic Priesthood.
8. Explain to an investigator with a baptismal date what they need to do to prepare to go the temple.
9. Explain repentance to a new investigator with no religious background.
10. Explain faith to an investigator who is struggling with an alcohol addiction.
11. You are teaching an investigator for the second time. You have just talked about Moroni's promise in Moroni 10:3-5. Explain who the Holy Ghost is and what he does for us.
12. Explain the difference between the influence of the Holy Ghost and the gift of the Holy Ghost to an investigator who has just accepted a baptismal commitment.
13. Explain the difference between the Restoration and the Reformation to the non-member mother of a family in which the father and the 18-year-old son have just been baptized.
14. A woman whom you met while waiting in line at the post office asks you, "What's the difference between your church and any other church? What's special about your church?"
15. Explain the importance of making and keeping commitments to an investigator who is struggling to keep the commitment to read and pray.
16. Teach a small lesson in district meeting about using the scriptures.
17. Explain the necessity of trials to an investigator that is going through economic hardship.
18. You are asked to give a short talk in sacrament meeting about the scriptures. Explain the relationship between the Book of Mormon and the Bible.

19. Teach about and extend a commitment to keep the Sabbath day holy to a less-active family.
20. Explain how to pray to a man who has grown up reciting prayers.
21. A new investigator came to church last week for fast and testimony meeting and was a little confused at what fasting is and why we do it. Explain what fasting is and why it's important.
22. Explain confirmation and the gift of the Holy Ghost to an investigator with a baptismal date.
23. You are talking to an investigator who doesn't quite understand why her baptism in another church is not valid in our church. Respond to her concern.
24. Tell an investigator what happens after we die.
25. Tell an investigator about pre-earth life.
26. Explain the importance of prophets to a man that has very little experience with religion or with reading the Bible.
27. You are planning to teach a new investigator about the Restoration. Prepare three questions that will help you check for understanding.
28. Explain the Great Apostasy to a devout Christian whom you met through one of his member friends.
29. An investigator tells you that she has heard that we do not believe in the Bible.
30. Tell an investigator who does not have a Christian background about the resurrection of Christ. Bear your testimony of this event and of the principle of resurrection.
31. Explain how resurrection and reincarnation are different to an investigator who currently believes in reincarnation.
32. You are helping a member see how the gospel has blessed their life in order to motivate them to do missionary work. Tell how your life would be different if you didn't have the gospel.

Testifying

33. You are teaching an investigator with a baptismal date about the law of tithing. Testify about the importance of tithing.
34. You are teaching an investigator with a baptismal date about the law of chastity. Testify to an investigator about the importance of the law of chastity.
35. Testify about the importance of temples to a recent convert who is preparing to go to the temple.
36. You are teaching a woman with three small children who feels overwhelmed by everything that is required of her. Explain how daily prayer has blessed your life.
37. You are meeting for the first time with a family that was referred to you by the second counselor in the branch presidency. Testify of how the Atonement of Christ has affected your life.
38. Bear your testimony of the importance of obedience in a zone conference.
39. You are teaching a progressing investigator about dispensations and apostasy. Tell about how following the prophet has blessed your life.

Commitments and Follow-up

40. You are working with a less-active man who has not been to church since he was baptized. Promise blessings associated with coming to church.
41. You meet and begin talking with a young couple while going to another appointment. Invite them to hear more about eternal families and set up a meeting with them for another time.
42. Invite an active member to invite their non-member friends to a ward activity next week.
43. Invite the father of a part-member family (the mother and two sons are active members) to start taking the missionary lessons.

44. Follow up on a commitment you gave to a new investigator to read 3 Nephi 11 and pray about the Book of Mormon.
45. Follow up on a commitment you gave to an investigator with a baptismal date to stop smoking.
46. Promise blessings to an active member family associated with helping others learn of the gospel. Ask for referrals.
47. Extend a baptismal commitment to an investigator who has read and prayed about the Book of Mormon and has felt a confirmation that it is true.

Resolving Concerns

48. One of your progressing investigators asks you the question, "Why do bad things happen to good people?"
49. An investigator asks you why she cannot drink alcohol every once in a while in social situations.
50. A new investigator says that he likes some of the things that the Church teaches but thinks that there is more than one true church. Bear you testimony of the Restoration.
51. Ask three questions that would help you find out why a recent convert has become less active.
52. An investigator tells you that she wants to get baptized but does not know what her family will think.
53. Ask three questions that will help you understand why a new investigator does not want to come to church.

Telling a Story

54. You have an appointment with a less-active family that struggles with their testimonies of the Book of Mormon. Tell the story of the Brother of Jared. Talk about what you can learn from that story.
55. You are talking to a new investigator about the Book of Mormon. Talk about how you came to know that the Book of Mormon is true.
56. While tracting you meet a young man who invites you in. You have already talked about his religious background and he asks you what makes your church different from all the others. Briefly relate the story of the First Vision.
57. You are teaching a Sunday School class. Talk about how the Atonement worked in the life of Alma the Younger.
58. Relate your favorite experience that you have had while with your current companion while talking to your mission president in an interview.
59. You are talking to a recent convert who is trying to adopt the principles of the gospel in their parenting, but they feel overwhelmed. Tell about one thing that your parents have done to help you in your life.
60. Briefly relate the story of Adam and Eve in the Garden of Eden while talking to an investigator with a baptismal date about agency.
61. There is a young man in your area that has just received his mission call. He asks you what the MTC is like. Tell about your first day in the MTC. Who was there? When was it? What did you feel?

Getting to Know Someone

62. You have started up a conversation with a woman on a bus, she asks about where you are from. Talk about your hometown.
63. Tell about your family to the bishop in the ward you have just been transferred into.
64. Tell a man whom you met on the bus who you are and why you are here as a missionary.
65. A woman in the grocery store asks why you are wearing name tags. Explain your calling as a missionary. Get to know her and invite her to learn more about the gospel.

66. You've just moved into a new apartment. Introduce yourself to your next door neighbor and explain missionary service. Invite them to hear the first lesson.
67. Ask three questions that would help you get to know your new companion.

Other

68. Your companion came down sick this morning. Leave a phone message for an investigator telling them that you need to reschedule a meeting.
69. You are in a district meeting. Tell your district leader about the progress of one of your investigators.
70. You have just talked to a man on the street about the gospel and he is interested in learning more. He has set up a time to meet with you again, but you have also invited him to come to church with you on Sunday. He does not know how to get there. Tell him how to get to the chapel.
71. Talk with the branch president about how to help a less-active brother come back to church. Discuss how you can help him as missionaries, and discuss what the branch can do to help.
72. Leave a phone message for the missionaries in the area next to yours telling them about a man you met today on the street who lives in their area.
73. You are meeting with an active member before his investigator friend is coming over for a lesson. Tell him your plan for the lesson and let him know how you would like him to help teach.
74. Talk with your companion about your plans for the day, who you are visiting, what you are teaching them, where they live, and what commitments you would like to extend. Also discuss finding activities.
75. A new investigator is curious about missionary life. Talk about what you normally do on preparation day.
76. Tell a new investigator what to expect at a sacrament meeting.

Grammar Glossary

Grammar Glossary

This glossary is designed to be a quick reference to common grammar terms. Explanations on how to use these terms in Hiligaynon, as well as grammar terms unique to the language, can be found in different sections throughout the book.

adjective

Adjectives are words that modify or describe a noun or pronoun. They often match the noun they describe in number (singular or plural), case (subject, object, etc.), and gender (masculine or feminine). "An adjective tells you what sort, how many, how large or small, whose, and so on" (*Chicago* 5.66).

adverb

An adverb is a word that describes a verb, an adjective, or another adverb.

clause

A clause is a combination of words that includes both a subject and a verb. A clause can be independent or dependent. An independent clause can stand as a sentence on its own. A dependent clause cannot stand on its own, even though it has a subject and a verb, because it does not express a complete thought (e.g., it might start with "because" or "which," making its expression a dependent or incomplete thought).

conjugation

Conjugation means changing a verb's form to show, the tense (present, past, etc.), the person of the subject (e.g., I, you, she, etc.), and the number (e.g., singular or plural).

conjunction

Conjunctions are connecting words used to join or logically connect and order clauses (or concepts within clauses). Some common conjunctions include "and," "or," "if," and "but."

demonstrative

A demonstrative is a word used to point to specific things, such as "this," "that," "those," "this one," and "that one." Demonstrative adjectives modify nouns in the sentence. Demonstrative pronouns replace the nouns that they refer to.

helping verb

A helping, or auxiliary, verb is used in coordination with a main verb to express nuances in the meaning of the main verb, for example, "I see" vs. "I have seen." "Have" is the helping verb and must be combined with the main verb "seen" to express the nuance in meaning.

noun

A noun is a person, place, thing, or idea. A noun can be the subject or the object of the sentence.

object

The object of the sentence is whatever is being acted upon by the subject. Not all sentences have objects, but many do. Objects can be direct or indirect.

- *Direct*: A direct object is the person, place, thing, or idea which the verb is directly acting upon.
- *Indirect*: An indirect object is the person, place, thing, or idea which is receiving or benefiting from the action. It is often (though not always) translated in English as "to" or "for" something.

particle

A particle is a word that does not fit under the main parts of speech. Particles can be used to emphasize particular words or parts of a sentence, and many do not translate well into English. Some particles can also act as another part of speech (e.g., conjunctions).

phrase

A phrase is a combination of words that lacks either a subject or a verb.

possessive adjective

A possessive adjective is a word used with nouns to show possession, such as “my,” “your,” and “his.”

preposition

Prepositions tell us how, when, or where something is taking place. These words always precede a noun or pronoun. Combining a preposition with a noun or pronoun forms a prepositional phrase. For example, “through the Spirit” is a prepositional phrase in which “through” is the preposition and “the Spirit” is the noun.

pronoun

Pronouns are words that replace nouns. For example, “they” instead of “the people,” or “he” instead of “the man.”

subject

The subject of a sentence is the person, place, thing, or idea (the noun) that performs an action (the verb).

verb

Verbs express actions or states of being. For example, a person “prays,” “loves,” and “blesses.” These are things the subject (doer of the verb) does. A person “is,” “seems,” and “belongs.” These express states the subject experiences.

verb tense

Verbs will conjugate, or change, to indicate whether an action happened in the past, is happening in the present, or will happen in the future.

Answers

1 Alphabet and Pronunciation

No answer key required.

2 Stress and Syllables

A. Speaking

1. tud – lo **2.** na – ga – tu – on **3.** na – ga – lu – pad **4.** men – sa – he **5.** ka – mus – ta **6.** ka – u – pod **7.** im – por – tan – te **8.** ka – ba – lo **9.** bu – li – gan **10.** gin – gi – ya – han **11.** la – ngit **12.** ma – si – nu – lun – don **13.** man – lu – lu – was **14.** bu – gay **15.** sim – ba – han **16.** pa – nga – mu – yo **17.** mag – sim – ba **18.** mag – pa – bun – yag **19.** su – nod **20.** ma – li – pay

3 Noun Markers and Pronouns: Ang, Sang, and Sa

E. Writing

1. si **2.** ang **3.** ka **4.** si **5.** ni **6.** sang **7.** nila **8.** sina **9.** kay **10.** sa **11.** sa **12.** diri

4 Predicate Subject Sentence Structure

A. Speaking

1. Manunudlo/maestra siya. **2.** Malipayon ako. **3.** Mga anak kita sang Diyos. **4.** Propeta si Thomas S. Monson. **5.** Sagrado ang balaan nga mga kasulatan. **6.** Matuod ang Simbahan ni Jesucristo. **7.** Mga miyembro kami sang Ang Simbahan ni Jesucristo sang mga Santos sa Ulihing mga Adlaw. **8.** Imol/Pigado sila.

C. Reading

1. Misyonaryo si Elder Clark. **2.** Manluluwas naton si Jesucristo. **3.** Bala-an nga kasulatan ang Libro ni Mormon. **4.** Mga representante kami ni Jesucristo. **5.** Mga misyonaryo kami. **6.** Amay naton sa Langit ang Diyos. **7.** Indi ako perpekto. **8.** Wa'ay katapusan ang Pagbayad-sala.

E. Speaking

1. Indi perpekto nga kaalam ang pagtuo. **2.** Masinulundon si Alma. **3.** Indi perpekto ang mga lawas naton subong. **4.** Indi kita isahanon diri sa kalibutan. **5.** Indi propeta si Elder Alberto. **6.** Indi pareho ang simbahan naton sa iban nga mga relihiyon. **7.** Indi sila nami. **8.** Indi handa si Sister Lopez.

5 Asking Yes/No Questions Using *Bala*

A. Speaking

1. Imo bala ang libro nga ini? **2.** Nagtudlo bala si Jesucristo sang layi sa mga tawo? **3.** Nagsimba bala si Brother Chua sang Dominggo? **4.** Kinahanglan mo bala ang pagpabunyag? **5.** Kilala mo bala si Moroni? **6.** Nabanhaw na bala si Jesucristo?

D. Writing

1. Nagatawag bala ang Diyos sang mga propeta para sa aton? **2.** Importante bala ang pagbasa sang Libro ni Mormon? **3.** Gintawag bala ni Jesucristo ang mga Apostoles? **4.** May asawa siya bala? **5.** Matutom ka bala sa pagbayad sang ikapulo? **6.** Magsugod bala ako sa pagpangamuyo? **7.** Ginlansang bala sang malain nga mga tawo ang Anak sang Diyos sa krus? **8.** Maayo bala nga ehemplo si Jesucristo para sa aton tanan? **9.** Ginhatag bala ni Jesucristo ang awtoridad sa mga Apostoles para magbuhat sila sa ngalan Niya? **10.** Makabaton bala kita sang pagpahayag halin sa Diyos paagi sa pagpangamuyo?

6 Kumusta

C. Reading

1. Kamusta **2.** Kamusta **3.** Pila **4.** Tagpila **5.** Kamusta **6.** Kamusta **7.** Kamusta **8.** Paano **9.** Paano **10.** Kamusta

E. Speaking

1. Pagbalik namon, mangamusta kami parte sa pagbasa mo. **2.** Kamusta ang mga bata mo? **3.** Nabal-an mo bala kon kamusta sila? **4.** Kamustaha si Bishop Villanueva para sa akon? **5.** Kamusta ang imo pagbasa? **6.** Kamusta ang balatyagon mo parte sa imo pagsimba? **7.** Pamangkoton ko sila kon kamusta sila. **8.** Importante nga mabala-an kon kamusta ang mga pangamuyo nila. **9.** Pwede bala nga kamustahon mo sila para sa akon? **10.** Nangamusta si Bishop parte sa pamilya ninyo.

Review: State of Being

C. Reading

1. Siya **2.** ang **3.** si **4.** kita **5.** iya **6.** kay **7.** si **8.** siya **9.** sa **10.** bala

F. Writing

1. hapon **2.** kamo **3.** Kamusta **4.** siya **5.** bala **6.** Kamustaha/kamustahon **7.** siya **8.** naghalin

I. Listening

1. Kamusta ka? **2.** Nagapati ka bala sa Diyos? **3.** Halong! **4.** Matuod ang Simbahan. **5.** (Sa) Diin kamo magkadto? **6.** Misyonaryo ako. **7.** Mga representante kami ni Jesucristo. **8.** Indi masubo si Brother Ceniza. **9.** Indi siya malipayon. **10.** Kamusta ang pangamuyo mo parte kay Joseph Smith? **11.** Katoliko ka bala? **12.** Basahon mo bala ini nga kapitulo?

7 Possessive Pronouns and Markers

C. Reading

1. Eliminate first sa **2.** ninyo **3.** niya **4.** inyo **5.** naton **6.** akon mga **7.** ila **8.** Niya

D. Reading

1. mo **2.** aton **3.** akon **4.** niya **5.** ko **6.** ninyo **7.** nila **8.** aton

E. Writing

1. Pagbayad-sala Niya; Ang Iya Pagbayad-sala **2.** Ido nila; Ila nga ido **3.** Palananawon niya; Iya nga palananawon **4.** Espada niya; Iya nga espada **5.** Sakripisyo ko; Akon nga sakripisyo **6.** Pagpamatuod nila; Ila nga pagpamatuod **7.** Bata nila; Ila nga bata **8.** Mga pamilya namon; Amon nga mga pamilya **9.** Simbahan Niya; Iya nga Simbahan

F. Writing

1. Amay naton; aton nga Amay **2.** Kabataan ninyo; inyo nga kabataan **3.** Mensahe namon; amon nga mensahe **4.** Pangamuyo ko; akon nga pangamuyo **5.** Mga kabuhi nila; ila nga mga kabuhi **6.** Pamangkot niya; iya nga pamangkot **7.** Plano Niya; Iya nga plano **8.** Manghod mo; imo nga manghod **9.** Pagpili ko; akon nga pagpili **10.** Libro ni Mormon **11.** Pulong sang Diyos **12.** Espada ni Laban **13.** Pagbuot sang Diyos **14.** Mga miyembro sang Simbahan **15.** Utod nga lalaki ni Laman kag ni Lemuel

G. Speaking

1. Kita ang Iya nga mga bata. **2.** Nagbayad Siya para sa mga sala naton. **3.** Kinahanglan naton ang grasya Niya. **4.** Basahon ko ang mga ginsulat ninyo. **5.** Siya ang Akon nga bata. **6.** Si Thomas S. Monson ang amon nga propeta. **7.** Parte bala sa pagbunyag ang leksyon ninyo karon? **8.** Ginbalik namon ang mga gamit nila.

P. Reading

1. Inyo **2.** Akon **3.** Inyo **4.** Inyo

8 Ownership Questions

E. Writing

1. Kay Brother Angelo bala ang kotse nga ina? **2.** Kay sin-o 'na? **3.** Kay lola mo bala ang singsing nga ina? **4.** Kay Elder Mendoza bala ang korbata nga ina? **5.** Kay sin-o ang ido nga ini? **6.** Iya bala sang Simbahan ang bola nga ina? **7.** Imo bala ang bolpen nga ina? 8. Aton bala ina nga pagkaon? **9.** Amon bala ang mga antipara?

F. Writing

1. ang **2.** Kay sin-o ninyo ginhatag ang Libro ni Mormon? **3.** Parte **4.** ang **5.** ang **6.** Kay **7.** Ini iya ni Sister Bautista. **8.** Kay sin-o kita magsakay?

G. Speaking

1. Q: Kay sin-o ang bag nga ini? A: Indi 'na akon. **2.** Q: Kay sin-o 'na? A: Kay Merilee 'na. **3.** Q: Kay sin-o ang medyas nga ini? A: Kay Elder William 'na. or Iya 'na ni Elder William. **4.** Q: Sa imo bala ina nga lapis? A: Oo, akon 'na. **5.** Q: Para kay sin-o ang sulat? A: Para sa akon nga mga ginikanan. **6.** Q: Parte kay sin-o ang sulat? A: Parte kay Abigail ini. **7.** Q: Kay sin-o ang balay nga ini? A: Kay John Rey 'na.

P. Reading

1. Kay sin-o ang salakyan nga ina? or Kay Brother Miñosa bala ang salakyan nga ina? **2.** Kay sin-o ang mga yabi sang priesthood? or Sa propeta bala ang mga yabi sang priesthood? **3.** Kay sin-o ang gahum? or Kay Jesucristo bala ang gahum? **4.** Akon bala ina? or Kay sin-o na? **5.** Para kay sin-o ang mga sulat? or Para sa ila bala ang mga sulat? **6.** Kay Bishop Villegas bala ang yabi sang chapel? or Kay sin-o ang yabi sang chapel? **7.** Kay Brother Eduardo bala ang record sang pagpabunyag? or Kay sin-o ang record sang pagpabunyag? **8.** Kay sin-o ang awtoridad para magwali? or Sa aton bala ang awtoridad para magwali?

9 Existentials

C. Reading

1. Salakyan; Vehicle **2.** Bata; Child **3.** Pagpalangga; Love **4.** Pamilya; Family **5.** Kuryente; Power/electricity **6.** Sala; Sin **7.** Libro ni Mormon; Book of Mormon **8.** Pagtuo; Faith **9.** Bayo; Clothing **10.** Relihiyon; Religion

E. Writing

1. Wala si Jesucristo sang sala. **2.** May ara ako sang paglaum tungod sa Pagpayad-sala ni Jesucristo. **3.** Sin-o ang may pamangkot? **4.** May ara sila sang dako nga pagtuo. **5.** Wa'ay na siya diri. **6.** Wala kami sang sweldo. **7.** Ari di' ang libro. **8.** Mabakod ang mga tawo nga may pagtuo. **9.** Damo sila mga pagtilaw. **10.** Yadto 'to ang mga tawo. **11.** May plano bala ang Diyos para sa tanan? **12.** Wa'ay pigado/imol sa Zion.

F. Writing

1. May ara kami bugas. Wala kami sang bugas. **2.** May ara kami sang ginatudloan nga nagsimba sang Dominggo. Wa'ay kami sang ginatudloan nga nga nagsimba sang Dominggo. **3.** May ara kami sang kuryente sa amon balay. Wa'ay kuryente sa balay namon. **4.** May templo sa Pilipinas. Wala sang templo sa Pilipinas. **5.** May ara na tubig. Wala pa tubig. **6.** May ara kami sang kilala nga Mormons. Wa'ay kami sang kilala nga Mormons.

7. May obra na si Brother Cesar. Wa'ay pa si Brother Cesar sang obra. **8.** May propeta subong sa kalibutan. Wala sang propeta subong sa kalibutan.

G. Speaking

1. Wala kami sang kotse. **2.** May abyan si Joseph Smith nga si Oliver Cowdery. **3.** Agud makabalik kita sa Langitnon nga Amay, dapat may ara kita sang pagtuo. or Agud makabalik kita sa Langitnon nga Amay, dapat may pagtuo kita. **4.** Antes sang misyon ko, may ara ako sang obra. or Antes sang misyon ko, may obra ako. **5.** Pasensya. Wala kami sang kalamay. **6.** May ara ka bala sang address niya? or May address ka bala sa iya? **7.** Ara bala ang iya nga birthday sa Area Book? **8.** Wala ako sang pamangkot. **9.** Wala pa sila sang petsa para magpabunyag. **10.** Ginhatagan ka bala sang Balaan nga Espiritu sang isa ka tawo nga may ara sang priesthood? or Ginhatagan ka bala sang Balaan nga Espiritu sang isa ka tawo nga may priesthood?

Review: Possession and Ownership

E. Writing

1. Mabakod ang pagpamatuod mo. **2.** Ara bala sa imo ang mga yabi naton? **3.** Iya sang Diyos ang ikapulo naton. **4.** Wa'ay sila sang kabataan. **5.** Nami gid ang balay nila. **6.** Naglakat ang mga ginikanan namon. **7.** Kay sin-o ang korbata nga ini? **8.** Damo ako utod. **9.** Ara kay Elder Chua ang imo nga *Preach My Gospel*. **10.** Ano ang pungsodnon nga kanta sang Pilipinas? **11.** May propeta sa kalibutan subong nga adlaw. **12.** Ini ang mga kasulatan ni Nephi.

F. Writing

1. May **2.** aton **3.** sa **4.** may ara **5.** sang **6.** sang **7.** sang **8.** ila mga **9.** sila **10.** May ara man

10 Adjectives and Adverbs

E. Writing

1. Mapasensyahon; patient **2.** Matahum; beautiful **3.** Malipayon; happy, Masinulundon; obededient **4.** Malip-ot; short, brief **5.** Gindumilian; forbidden **6.** Matuod; true **7.** Wa'ay katapusan; eternal **8.** Mahipos; quietly **9.** Sing grabe; severely **10.** Sing maathag; clearly

F. Writing

1. Matuod **2.** Nakaputi **3.** Mabakod, di-masinulundon **4.** Maka-kalibutanhon **5.** Bugalon **6.** Maloloy-on **7.** Buhi

11 Identification Sentences

E. Writing

1. Si, ang **2.** Siya, ang **3.** Si, ang **4.** Ini, ang **5.** Ang, ang/amo ang **6.** Ang, ang/amo ang **7.** Ako, si **8.** Siya, si **9.** Si, ang **10.** Si, si, ang

F. Writing

1. Si Mosiah ang pinakaulihi nga hari sang mga Nefinhon. **2.** Ang Simbahan ni Jesucristo sang Mga Santos sa Ulihing Mga Adlaw ang ginharian sang Diyos sa kalibutan sa subong nga adlaw. **3.** Si Jesucristo ang kasanag kag ang kabuhi sang katawhan. **4.** Ina ang ginabasa ko sa balaan nga mga kasulatan subong gid. **5.** Si Megan ang amon subang. **6.** Si Sariah ang iloy/nanay ni Nephi. **7.** Si Sister Mabinay kag si Sister Mesa ang mga misyonaryo sa Molo 1st ward. **8.** Si Brigham Young ang propeta nga nagsunod kay Joseph Smith. **9.** Ang Pagbayad-sala ni Jesucristo ang pinakaimportante nga bahin/parte sang Plano sang Kaluwasan. **10.** Ang Ginuo ang Diyos sang bug-os nga kalibutan.

12 *Mangin*

F. Writing

1. Nangin mas matig-a ang ila mga tagipusuon. **2.** Nangin isa ka sumulunod siya. **3.** Paano nangin matampad si Joseph Smith sa tanan nga mga butang? **4.** Nangin mamalatyon si Adan kag si Eba. **5.** ... agud mangin epektibo... **6.** Indi sila mangin maayo nga mga halimbawa. **7.** Mangin maloloy-on ang Diyos sa tanan nga naghinulsol. **8.** Dapat mangin mas mapisan kita sa pagtudlo sang ebanghelyo. **9.** Indi mangin malipayon ang Diyos kon makasala kita. **10.** Paano ka nangin epektibo nga manunudlo?

Review: Describing Objects, People, and Their Characteristics

D. Reading

1. Hilway suno sa unod – Ang tawo **2.** Tanan – mga butang **3.** Kinahanglanon – tanan nga mga butang **4.** Hilway – sila **5.** Wala'y katapusan – kabuhi **6.** Dako – Manugpatunga **7.** Tanan – mga tawo **8.** Mangin mapiot – ang tanan nga mga tawo **9.** Dako – Manugpatunga **10.** Dalagko – mga kasuguan **11.** Magmangin matutom – kamo (mga anak ko) **12.** Wala'y katapusan – kabuhi **13.** Balaan – iya Espiritu **14.** Wala'y katapusan – kamatayon **15.** Malain – yara sa sini (sang unod) **17.** Kaugalingon – ginharian

E. Writing

1. Nakapula **2.** Mabuot, mapisan **3.** Nangin **4.** Ang **5.** Matahum/halangdon/makatilingala **6.** Nga mangin **7.** Si, ang **8.** Mangin **9.** Ang **10.** Maisip (Note: the contracted word "dimaisip" can replace Indi maisip) **11.** Mabakod **12.** Nangin

F. Writing

1. Sia ang Bishop sang ward namon. **2.** Mangin mabakod ang mga may pagtuo. **3.** Siya ang maloloy-on nga Manluluwas naton. **4.** Kami ang mga misyonaryo sang ward nga ini. **5.** Importante ang mga desisyon naton. **6.** Naka-antipara siya. **7.** Siya ang Bugtong nga Anak sang aton Amay sa Langit. **8.** Nangin zone leader si Elder Pineda. **9.** Bacolodnon sila. (Note: Taga-Bacolod can be used to literally mean from Bacolod) **10.** Pangbata ina nga hampang.

13 Verb Actor Object Location/Receiver (VAOL/R)

E. Writing

1. V= did not go, A= Brother Castillo, L= to the temple **2.** V= Prepared, A= Heavenly Father, O= plan, R= for us **3.** V= created, A= Jesus Christ, O= the earth, L= under the direction of the Father **4.** V= experienced, A= he, O= many trials, L= in his life **5.** V= will judge, A= God, R= us according to our thoughts and deeds **6.** V= will not teach, A= I, O= false doctrine, R= them **7.** V= gives, A= God, O= commandments, R= to us for our own benefit **8.** V= do not remember, A= we, O= our pre-earth life **9.** V= will read, A= you, O= the Book of Mormon **10.** V= answers, A= God, O= our prayers **11.** V= Lived, A= Adam and Eve, L= in the presence of our Heavenly Father in the Garden of Eden. **12.** V= Revealed, A= the Lord, O= the Word of Wisdom, R= to Joseph Smith **13.** V= Sent, A= God, O= His Only Begotten Son, L= to earth **14.** V= set, A= Jesus Christ, O= a perfect example, R= for us **15.** V= will give, A= the Atonement of Jesus Christ, O= peace, R= you **16.** V= believe, A= you, R= in God the Father and Jesus Christ

F. Writing

1. V= Ginhatagan, A= Jesucristo, O= awtoridad R= sila **2.** V= ginapangita, A= mo, O= kaalam **3.** V= Ginabantayan A= ko R= akon manghod L= subong (time phrases are often included in sa location; this is not a focus) **4.** V= Makabalik, A= kita tanan, L= presensya sang Diyos **5.** V= patawaron, A= mo, O= ako, L= akon mga sala **6.** V= Ginpaambit, A= nila, O= sakramento, R= tanan **7.** V= Nagasimba, A= kita, L= matuod nga simbahan ni Jesucristo. **8.** V= Nagtangdo, A= siya, O= iya mga kamot, L= ila

G. Speaking

1. Magkadto bala sila sa Calatrava sa Sabado? **2.** Ginbasa na bala ninyo ang sulat? **3.** Indi ka namon tudloan sa dason. **4.** Indi pa ihatag ni Bishop ang yabi kay Sister Uy. **5.** Ginatinloan pa namon ang amon balay. **6.** Wala Siya bala nagbisita sa mga Nefinhon? **7.** Ginpadala na kita sang Diyos sa kalibutan. **8.** Nagapangayo lang sila sang pagkaon.

H. Speaking

1. I went to the Philippines in October. **2.** Moroni appeared to him. **3.** Joseph Smith ask for forgiveness of his sins. **4.** JR is not yet able to be baptized. **5.** She loves her husband. **6.** We will help one another in obeying the commandments of God. **7.** He/she will not get married. **8.** They turned their back on the poor.

14 Focus

E. Writing

1. I **2.** The Book of Mormon **3.** Us **4.** A plan **5.** We **6.** Us **7.** Families **8.** His Son **9.** His children **10.** His Church **11.** All mankind **12.** We **13.** Adam and Eve **14.** Commandments

F. Writing

1. Ang Diyos (actor) **2.** Ang ebanghelyo (object) **3.** Si Jesucristo (actor) **4.** Si Moroni (actor) **5.** Si Jesucristo (receiver) **6.** Ako (actor) **7.** Ang Iya kabubut-on (object) **8.** Kita (actor) **9.** Ang aton mga kaugalingon (object) **10.** Ang Manluluwas (actor)

15 Actor Focus Verbs

E. Writing

1. Nagtuga **2.** Mag-alagad **3.** Nagabasa **4.** Nagkadto **5.** Magupod **6.** Nagahanda **7.** Magpangamuyo **8.** Nagpili **9.** Nagsakripisyo/naghalad **10.** Nagabaton **11.** Nagadab-ut **12.** Nagapuwasa **13.** Nagtukod **14.** Nagatawag

F. Writing

1. Nagbasa kami sang bilog nga kapitulo. **2.** Nagsulat ang propeta sang balaan nga mga kasulatan. **3.** Nagagiya ang Diyos sang Iya simbahan. **4.** Magsunod kamo sa akon. **5.** Nagapili kami sang husto. **6.** Nagasabat ang Diyos sang mga pamangkot sang mga tawo. **7.** Nagtuga si Jesucristo sang kalibutan. **8.** Naghatag si Jesucristo sang gahum sa mga apostoles.

16 Object Focus Verbs

F. Writing

1. Ginkuha ni Nefi ang mga lamina. **2.** Ginatudlo namon ang Plano sang Kaluwasan kay Brother Roxas. **3.** Kon mapatay ang propeta, tawagon/tawgon sang Diyos ang bag-o nga propeta. **4.** Ginhatag ko ang Libro ni Mormon sa ila. **5.** Ginbaton ni Joseph Smith ang Libro ni Mormon sa Cumorah. **6.** Ginlubong sang mga Anti-Nefi-Lehi ang ila mga hinganiban sa inaway. **7.** Ginaunod sang Libro ni Mormon ang kabug-osan sang ebanghelyo ni Jesucristo. **8.** Ginlubad ni Haring Mosias ang mga lamina sang mga Jarednon.

H. Speaking

1. Ihanda ni Elder Reyes ang leksyon. **2.** Dapat naton pangitaon ang kamatuoran. **3.** Akuon/dalhon mo ang ngalan ni Jesucristo sa imo kaugalingon. **4.** Ihatag ko ang akon korbata sa iya. **5.** Itudlo naton ang Plano sang Kaluwasan. **6.** Sabton sang Diyos ang tanan nga pangamuyo naton. **7.** Kaunon ni Elder Cahilig ang tanan nga mangga. **8.** Ihaboy ina sa basurahan. **9.** Ipaambit niya ang iya pagpamatuod buwas. **10.** Tapuson nila ang ila nga leksyon a las sais sa gabi.

17 Location/Receiver Focus Verbs

E. Writing

1. Tudloan siya namon sang Pagpanumbalik. **2.** Sa pagsunod sang Layi sang Kaputli, dapat naton likawan ang mga pagsulay. **3.** Hatagan Niya kita sang perpekto nga ehemplo. **4.** Hatagan sila namon sang gamay nga balasahon. **5.** Kadtoan naton karon si Sister Marikit. **6.** Dapat mo talikdan ang daan mo nga kabuhi. **7.** Sulatan ni Moroni si Pahoran. **8.** Bantayan kita sang mga anghel.

F. Writing

1. Ginabugayan **2.** Ginatilawan **3.** Gintalikdan/gintalikuran **4.** Hukman **5.** Buksan/Abrihan **6.** Buligan **7.** Bayran/bayaran **8.** Kawatan **9.** Amligan/Halungan **10.** Bunyagan **11.** Pamatii/Pamatian mo **12.** Tilawi/Tilawan mo...

18 Nominalization

E. Writing

1. Kamisyon, Sister Abadicio **2.** Siya, ginatudloan **3.** Nagatudlo, simbahan **4.** Kita, kalibutan, pagkahulog, Adan, Eva **5.** Jesucristo, pagsuporta, mga propeta. **6.** Kamo, panaksihon, kamatuoran, Libro ni Mormon, pangamuyo **7.** Magpaka-isa, sila **8.** Mga nadula, Simbahan **9.** Joseph Smith, sabat, pamangkot **10.** Manuglaygay, President Oaks, Pangulohan

F. Writing

1. Pagkadiosnon **2.** Pagtudlo, ginatudlo **3.** Kaluwasan **4.** Pagpamatuod **5.** Kaalam **6.** Kamatuoran, pagkamatuod **7.** Pagkamasinulundon **8.** Paggiya **9.** Manughambal **10.** Manugluto **11.** Kadtoan (sometimes the advanced conjugation kaladtoan is used) **12.** Himuon (sometimes the advanced conjugation hilimuon is used) **13.** Paghinulsol **14.** Pagkabanhaw **15.** Manugbantay **16.** Kapatawaran or pagpatawad **17.** Katapusan **18.** Basketbolan **19.** Ka-eskwela **20.** Ka-trabaho

L. Writing

1. Soldado, Manedyer **2.** Executive nga Sekretaryo **3.** Manugbangko, Abogado **4.** Mangunguma/Asendero

19 Interrogatives

E. Writing

1. Makapangamuyo kita sa bisan ano nga tion kag bisan diin. **2.** San-o ka nabunyagan? **3.** Diin kamo magkadto? **4.** Taga-diin ka? **5.** Taga-Ilo-Ilo ako. **6.** Paano nila natuman ang ila mga kasugtanan sa Diyos? **7.** Diin ka nagasimba? **8.** Ano ang matuod nga simbahan? **9.** Ano ang ginhambal ni Jesucristo kay Joseph? **10.** Tagpila ang isa ka Biblia? or Pila ang Biblia? **11.** Wala ako ‘kabalo kon ngaa ari ako diri. **12.** Ngaa dapat kita permi magpangamuyo? **13.** Paano ginlubad ni Joseph Smith ang Libro ni Mormon? **14.** Pila ang edad mo? (“Pila ka na?” is also a common phrase which refers to age) **15.** Sin-o ang propeta subong?

F. Writing

1. Ano **2.** Pila **3.** Taga-diin **4.** San-o **5.** Sin-o **6.** Bisan ano **7.** Diin **8.** Ngaa **9.** San-o **10.** Paano **11.** Diin **12.** Ngaa

Review: Actions and Events

E. Writing

1. A: Nagtudlo kami sang Pulong sang Kaalam kay Ralph kahapon. O: Gintudlo namon ang Pulong sang Kaalam kay Ralph kahapon. L: Gintudloan namon si Ralph sang Pulong sang Kaalam kahapon. **2.** A: Magsulat ka bala sa imo nga nanay? O: Sulatan mo bala ang nanay mo? **3.** A: Naghatag si Juan sang Aaronic Priesthood kay Joseph

Smith. O: Ginhatag ni Juan ang Aaronic Priesthood kay Joseph Smith. L: Ginhatagan ni Juan si Joseph Smith sang Aaronic Priesthood. **4.** A: Nagalikaw ka pa bala sang alak kag mga sigarilyo? L: Ginalikawan mo pa bala ang alak kag mga sigarilyo? **5.** A: Naghambal si Lisa sa amon nga naakig si Jerry. O: Ginhambal ni Lisa sa amon nga naakig si Jerry. L: Ginhambalan kami ni Lisa nga naakig si Jerry. **6.** A: Naghatag kami sang isa ka pampleta sa ila. O: Ginhatag namon ang isa ka pampleta sa ila. L: Ginhatagan namon sila sang isa ka pampleta. **7.** A: Nagkaon si Adan kag si Eba sang gindumilian nga prutas/bunga. O: Ginkaon ni Adan kag ni Eba ang gindumilian nga prutas/bunga. **8.** A: Nagbasa bala kamo sang Libro ni Mormon? O: Ginbasa bala ninyo ang Libro ni Mormon?

20 Abilitative Actor Focus

E. Writing

1. Nakakadto sila sa America. **2.** Nakabaton ako sang priesthood sang Diyos. **3.** Nakasulod kami sa balay nila. **4.** Nakakita si Lehi sang kahoy. **5.** Makakadto ako sa templo sa Hulyo. **6.** Nakahibalo ako sang kamatuoran. **7.** Indi siya makabulig sa inyo. **8.** Malipayon ako nga nakamisyon ako sa Pilipinas. **9.** Nakahinulsol siya sang tanan nga mga sala niya. **10.** Kon magbayad ka sang ikapulo, makakaon ka kada adlaw.

F. Writing

1. Indi siya makahambal. **2.** Makabalik kita sa Diyos. **3.** Si Jesucristo lang ang makaluwas sa aton. **4.** Makakaon kita dugay-dugay/karon, Elder. **5.** Nakasulod siya sa templo. **6.** Nakahinulsol siya sang iya mga sala. **7.** Maka-labot kita sa Lupa nga Ginsaad. **8.** Indi siya makabasa. **9.** Makakita ka sang buhat sang Diyos sa tanan nga butang. **10.** Indi sila makalakat padulong sa simbahan kay malayo ini.

21 Abilitative Object Focus Verbs: *Ma-*

C. Reading

1. Madala **2.** Mabasa **3.** Matabo

E. Writing

1. Nabasa ko ang artikulo sa Liahona. **2.** Nasabat ni Amulek ang mga pamangkot ni Zisrom. **3.** Nakita ni Joseph Smith ang isa ka haligi sang kasanag. **4.** Napatay ang mga propeta. **5.** Wala kita sang mahimo. **6.** Indi ka maluwas sang Diyos sa imo mga sala. **7.** Mabaton naton ang ginharian sang Diyos. **8.** Nabilin niya ang iya korbata sa balay. **9.** Nakilala ko siya. **10.** Nadula ang kamatuoran.

F. Writing

1. Nabaton ko ang sabat nga matuod ang simbahan. **2.** Napukan si Adan kag si Eba. **3.** Natuman mo bala ang imo promesa/panaad? **4.** Nakita n'yo bala si Brother Palad sa simbahan? **5.** Mabanhaw kita tanan. **6.** Nabilin ko ang mga yabi sa balay! **7.** Nabun-ag si Jesucristo sa Bethlehem. **8.** Tungod sang Pagkapukan, mapatay kita tanan. **9.** Madayon pa bala ang pagpabunyag? **10.** Nadula ang awtoridad sang priesthood.

22 *Ma- -an*

E. Writing

1. Mabatyagan mo ang kalipay sa sulod sang templo. **2.** Nabuligan nila ang iban nga mga tawo. **3.** Nahatagan niya ang bata sang bola. **4.** Natudloan nila si Sister Lumawag. **5.** Nahibaloan/Nabal-an ko ang kamatuoran. **6.** Natinloan nila ang simbahan. **7.** Nalikawan niya ang iya mga bisyo. **8.** Ano ang naintyendihan mo sa imo ginbasa? **9.** Napilitan ako nga magpili. **10.** Nabunyagan siya ni Elder Lopez.

F. Writing

1. Nabunyagan sila sang Septiembre. **2.** Nahangpan/naintyendihan ko ang bersikulo sa Hiligaynon. **3.** Nasakitan siya sa imo ginhambal. **4.** Nabudlayan kami nga magbulig sa ila. **5.** Nabatyagan namon ang kalipay sa ila bunyag. **6.** Nadumdoman niya ang mga pulong sang iya amay. **7.** Mabal-an mo ang kamatuoran paagi sa pangamuyo. **8.** Nanamian ako sa Pilipinas. **9.** Natudloan ni Moroni si Joseph Smith. **10.** Nabatian ko ang tingog.

23 Pseudo Verbs

E. Writing

1. Kinahanglan **2.** Dapat **3.** Pwede **4.** Gusto/Luyag **5.** Gusto/Luyag **6.** Pwede **7.** GustoLuyag **8.** Dapat **9.** Pwede **10.** Gusto/Luyag

F. Writing

1. Gusto/Luyag ko nga magpabunyag. **2.** Kinahanglan ni Sister Tuliao ang bulig. **3.** Pwede sila mag-upod sa aton. **4.** Ayaw sang mga Lamanhon ang mga Nefinhon. **5.** Pwede bala ako mapatawad? **6.** Dapat ka mag-untat sa pagpanigarilyo. **7.** Gusto/Luyag mo bala ang Libro ni Mormon sa Ingles, Hiligaynon, ukon Tagalog? **8.** Palangga kamo sang Diyos. **9.** Dapat tudloan sang mga ginikanan ang ila mga kabataan sang ebanghelyo. **10.** Kinahanglan naton tanan si Jesucristo sa aton mga kabuhi.

24 Participational/Interactive Conjugations

E. Writing

1. Palantawa ako sang Biblia mo, ‘bi. **2.** Palihog, bantay sining pamilya. **3.** Palihog, duhol sang langgaw. **4.** Pahulama ‘bi sang imo *Preach My Gospel*. **5.** Patilaw ‘bi. **6.** Palihog, dugang pa nga kan-on. **7.** Palihog, ipahibalo sa akon ang kamatuoran. **8.** Sulat sang iya numero, palihog.

Review: Asking About and Expressing Desire, Need, Preference, etc.

E. Writing

1. Dapat ako magsunod. **2.** Luyag/gusto permi sang Diyos nga makabulig sa aton. **3.** Pwede ka na mabunyagan. **4.** Palihog basahon ang balaan nga mga kasulatan kag magpangamuyo kon ano ang ginahambal sang mga ini. **5.** Nagbinaisay sila parte sa bunyag. **6.** Luyag/gusto niya nga magpadayon sa pagpamati sa mga misyonaryo. **7.** Ayaw ni Raul nga magpabunyag. **8.** Palihog, bugayan ang akon anak. **9.** Luyag/gusto ko nga mangin masinulundon. **10.** Luyag/gusto mo nga magsunod sa mga kasuguan, pero . . .

25 Different Forms of "When"

E. Writing

1. Sang napatay si Joseph Smith, nagtilipon ang mga Apostoles sa Nauvoo. **2.** Mangin matinlo kita sa sala kon maghinulsol kita kag magpangayo sang kapatawaran halin sa Diyos. **3.** San-o kamo magkadto sa templo? **4.** San-o ginpanumbalik ang Simbahan ni Jesucristo? **5.** Ginpanagna ni Samuel kon san-o mabun-ag si Cristo. **6.** Ano ang ginhimo ni Jesucristo sang nagkabuhi Siya sa kalibutan? **7.** Nagabugay ang Amay naton sa Langit sa aton kon nagasunod kita sa panudlo sang Iya anak. **8.** Kon/Pag nagakaon kita sang sakramento, nagapromisa kita nga magdumdom sa Iya sing dalayon.

F. Writing

1. Kon **2.** San-o **3.** Sang **4.** Kon/Pag **5.** San-o **6.** Sang **7.** Sang **8.** Kon **9.** San-o **10.** Kon san-o

26 Emphatic Particles and Second Position

E. Writing

1. Siya lang ang miyembro sa iya pamilya. **2.** Magpangamuyo/mangamuyo ‘ta anay. **3.** Nagbisita man si Elijah kay Joseph Smith. **4.** Tani mag-abot sila. **5.** May sakit kuno si Sister Morales. **6.** Daw nagahibi siya. **7.** Wala, kay nalimtan/nalipatan ko. **8.** Kinahanglan pa naton nga himuon ang iya progress record. **9.** Wala na sila ‘gasimba**.** **10.** Dira o!

F. Writing

1. They left again last Saturday. **2.** He is allegedly still smoking. **3.** Before we start, let’s sing first. **4.** Come again! (emphasized suggestion or command) **5.** Hopefully he/she will not stop coming to church. **6.** He/She is not only hardworking/industrious, but also obedient. **7.** Oh, I accidentally left the keys at home! (expressing shock or surprise) **8.** His/Her package has still not yet arrived.

K. Reading

1. Kay and man **2.** Lamang **3.** Kay, mismo, gid, na (appears twice), and pa **4.** Anay **5.** Kay and gani (Note: this verse contains the word man, however, this is acting as a question killer rather than as the particle described in this chapter. See section 19 for how to use man with interrogatives.)

L. Writing

1. ka pa bala **2.** siya gani **3.** Sige na beh **4.** pa ayhan sila **5.** Siya na gali **6.** lang ako **7.** Ikaw lang bala **8.** man sila

27 Distributive Habitual Verbs

E. Writing

1. Magpangasubo, nagapangasubo, nagpangasubo **2.** Manigarilyo, nanigarilyo or any conjugation of panigarilyo **3.** Mangawat, nangawat or any conjugation of pangawat **4.** Any conjugation of pangabuhi **5.** Manahi, nanahi **6.** Mangita, nangita **7.** Mamati, namati **8.** Manguha, nanguha

F. Writing

1. Mangamuyo **2.** Nagapanglaba **3.** Nagapangisda **4.** Mamatay **5.** Nagapangabuhi **6.** Mangawat **7.** Mamunyag, nagapangbunyag **8.** Manigarilyo

28 Telling Time and Using Time Adverbs

E. Writing

1. Nabunyagan na ako sa akon simbahan. **2.** Manuglakat/manughalin na kami. **3.** Nakit-an ko sila kahapon mga alas singko. **4.** Pila na ang edad mo subong? **5.** Anong oras ka magbalik sa Biyernes? **6.** Diyes y otso pa lang ako. **7.** Duha na lang ka simana antes siya mabunyagan. **8.** Pwede bala kami magbisita sa inyo mga alas dos y medya? **9.** Pwede na bala ako mabunyagan? **10.** Udto na. Kaon ‘ta! **11.** Buhi pa bala si Joseph Smith? **12.** Permi kami nagabugtaw alas sais y medya sa aga. **13.** Siling niya, magabot siya diri mga alas kwatro. **14.** Bisitahon naton sila karon. **15.** Bisitahon naton sila subong.

F. Writing

1. na **2.** na **3.** na **4.** pa lang **5.** na **6.** na lang, pa **7.** pa **8. na**

29 Prepositions

C. Reading

1. Sa atubang, para sa **2.** Nahanungod sa, halin sadto **3.** Suno sa (appears twice), gikan sa

E. Writing

1. lapit sa **2.** Sa tabok sang **3.** sa ibabaw sang **4.** hasta/tubtob sa **5.** paagi sa **6.** sa sulod sang **7.** halin sa **8.** padulong/pakadto sa **9.** sa tunga sang **10.** Sa sulod sang, para sa

F. Writing

1. Nagpungko sila sa amon atubang. **2.** Ang Diyos naghatag sang plano para sa aton. **3.** Naglakat/Naghalin na ang tanan luwas sa/kay Bishop. **4.** Si Jesucristo naghambal sa katawhan parte sa pagkabut-anan. **5.** Malayo sa siudad ang ila balay. **6.** Nagpangamuyo siya hasta nakabaton siya sang kapatawaran sang iya mga sala. **7.** Nakita ni Joseph Smith ang haligi sang kasanag sa ibabaw sang iya ulo. **8.** Ang mga utod nga lalaki ni Nefi nagpanago sa gwa sang pader sang siudad.

Review: Time, Date, Location

E. Writing

1. Makit-anay kita sa atubang sang simbahan sa ala una. **2.** May ara bala sang kopya sa sulod sang imo bag? **3.** Inang tawo nga nagahambal sa atubang sang kongregasyon subong gid, amo ang Bishop. **4.** Nagatulog kami halin alas dies y medya tubtob/hasta alas sais y medya. **5.** Dapat bisitahon naton si Sister Arisgar mga alas tres y kinse. Ara lang sia sa tabok sang karsada/dalan. **6.** Ang bunyag paagi sa pagtusmaw nagakahulogan nga dapat lubos ka nga matum-aw sa idalom sang tubig. **7.** Nakita nila si Jesucristo nga nagalakat sa tunga sang dagat sinang kaagahon. **8.** Nagapangamuyo kami para sa ila kada adlaw.

I. Listening

1. Mga san-o si Lehi kag ang iya pamilya naghalin sa Jerusalem? Mga 600 ka tuig antes si Jesucristo natawo. **2.** San-o gintapos ni Moroni ang iya record? Mga 421 ka tuig pagkatapos sang pagkatawo ni Jesucristo. **3.** San-o kag diin natawo si Joseph Smith? Natawo si Joseph Smith sang Disyembre 23, 1805 sa Vermont. **4.** San-o kag diin ginpanumbalik ang Aaronic Priesthood? Sang Mayo 15, 1829 sa pangpang sang suba, malapit sa Harmony Pennsylvania. **5.** San-o ginpanumbalik ang Melchizedek Priesthood? Sang Mayo ukon Hunyo sang 1829. **6.** San-o kag diin ang Libro ni Mormon ginbantala? Sang 1830 sa Palmyra, New York. **7.** San-o gintukod ang Simbahan ni Jesucristo sang Mga Santos sa Ulihing Mga Adlaw? Sang Abril 6, 1830. **8.** San-o ginbaton ang pagpahayag nga Pulong sang Kaalam? Sang Pebrero 27, 1833. **9.** San-o gindedikar ang templo sa Salt Lake City? Sang Abril 6, 1893. **10.** San-o gindedikar ang Pilipinas para sa mga misyonaryo? Sa diin ginhiwat ang pagdedikar? Sang Abril 28, 1961. Sa Manila American Cemetery and Memorial sa Taguig City, Manila. **11.** San-o gindedikar ang templo sa Manila? Sang Septiyembre 25, 1984. **12.** San-o gindedikar ang templo sa Cebu? Sang Hunyo 13, 2010.

30 Numbers

E. Writing

1. Ika-apat/ikap-at ako sa amon pamilya. **2.** Ika-pila ka sa inyo nga magulutod? **3.** Sesenta y tres ang edad niya. **4.** Nagbakal ako sang lima ka kilo nga bugas. **5.** Nagtawag si Jesucristo sang dose/napulog duha ka mga Apostoles. **6.** Ginasugo kita nga magbayad sang ikapulo. **7.** Si Joseph Smith ang una nga propeta sang aton dispensasyon. **8.** Baynte/Beynte na ako. **9.** Linibo ang mga miyembro sa Pilipinas. **10.** Ang atendans sa amon ward mga dos siyentos kwarenta sang nagligad nga Dominggo.

31 *Ano Ka* and *Pila Ka*

E. Writing

1. (Daw) Ano ka importante ang pamilya mo sa imo? **2.** Ano kadamo/Pila ang mga zone sa aton mission? **3.** Pila ka bulan ang isa ka misyon? **4.** Tagpila ang isa ka mansanas? **5.** Pila sa inyo pamilya ang indi miyembro? **6.** Ano ka layo ang simbahan halin diri? **7.** Pila ang bili sang isa ka Libro ni Mormon?/Tagpila ang mga Libro ni Mormon? **8.** Wala ako 'kabalo kon pila ang kinahanglan nila. **9.** Bisan (daw) ano ka baskog sang ulan, nagasimba sila sa gihapon. **10.** Pila ka beses kamo nagapangamuyo bilang isa ka pamilya?

F. Writing

1. Pila **2.** Ano ka **3.** Pila **4.** Ano ka **5.** Pila ka **6.** Ano ka **7.** Pila **8.** Tagpila **9.** Ano ka **10.** Pila

32 Making Comparisons

D. Reading

1. Subong sang suba **2.** Subong sining nalupyakan

E. Writing

1. Similar to them./As they are./Same as them. **2.** Like the Nephites./Same as the Nephites. **3.** More obedient. **4.** My younger sibling is this big. **5.** The righteous are happier than the wicked. **6.** The weather is better now than before/ealier. **7.** Still the same./Same as usual. **8.** He is (still) bigger than me.

33 Superlatives and Adjective Intensifiers

C. Reading

1. Ilabi na gid **2.** Tuman kadamo **3.** Labing malahalon, labing manamit, pinakadako **4.** Labing masakit kag mahapdi **5.** Tuman ka masinulubon, tuman kalisto

Review: Quality and Quantity

E. Writing

1. Pila **2.** Kwarenta y sais **3.** Una nga **4.** Ano ka **5.** Minilyon **6.** Ika-duha, dos, beynte singko **7.** Pila ka **8.** Dos mil/duha ka libo **9.** Pila **10.** Tagpila

F. Writing

1. Ika-tatlo ako nga bata. **2.** Mas tigulang si Brigham Young kay Joseph Smith. **3.** Mga sitenta y dos ang bug-at ko. **4.** Mas malaba ang Biblia sang sa Libro ni Mormon. **5.** Ang Diyos nga Amay, Diyos nga Anak, kag ang Diyos nga Espiritu Santo, indi pareho nga mga persona. **6.** Amo man 'na ang buhok niya/Ang buhok niya kasubong sina. **7.** Pila ang edad sang imo nga subang? **8.** Ika-pila ka sa inyo nga magulutod? **9.** Linibo ang mga misyonaryo sa Pilipinas. **10.** Tagpila ang isa ka botilya sang tubig?

34 Conjunctions and Compound Sentences

E. Writing

1. Makapili kita sa tunga sang wa'ay katapusan nga kalipayan ukon kapiutan. **2.** Nahidlaw ako sa akon pamilya, pero 'kabalo ako nga mabugayan sila. **3.** Indi siya makabasa bangod/tungod/kay nadula ang iya antipara. **4.** Makabatyag ka sa Balaan nga Espiritu bisan indi ka pa miyembro. **5.** Pabakuron Niya kita kon mapainubuson kita. **6.** Kon magbasa ako sang balaan nga mga kasulatan, maayo ang akon pamatyag. **7.** Indi kita perpekto, pero dapat kita magtinguha nga mangin amo. **8.** Wala ako 'kabalo kon magkadto sila ukon indi.

F. Writing

1. Agud **2.** Nga **3.** Bisan **4.** Apang/Pero **5.** Ukon/O **6.** Tungod/Kay/Bangod **7.** Bangod/Tungod (kay is less likely here) **8.** Nga

35 Causative Conjugations

D. Reading

1. Sister Ebio will go to the city on Friday. (direction) **2.** I will have him/her make me a suit. (causation) **3.** He/she let us (exclusive) taste his/her cooking. (causation) **4.** The child led us (exclusive) astray. (causation) **5.** May I see your (singular) book? (request) **6.** We (inclusive) are coming closer to our (inclusive) Savior. (direction) **7.** The child made his/her younger sibling cry. (causation) **8.** They were commanded to multiply. (causation)

E. Writing

1. Ipadala ko karon ang mga baptismal record sa opisina. **2**. Nagpakilala ako sa asawa ni Bishop. **3.** Nagapahayag ang mga propeta sang kamatuoran. **4.** Ginpakita niya ang iya pagtuo paagi sa pagkamasinulundon. **5.** Nagapadumdom sa aton ang Espiritu sa pagpili sang husto. **6.** Ginapadasig niya ang iya buluhaton. **7.** Ang Espiritu magapamatuod sa kamatuoran sang aton mensahe sa aton mga ginatudloan. **8.** Ang sakramento ginahimo bilang isa ka pagpanumdom parte sa Manluluwas.

F. Writing

1. Magpahimo **2.** Ginpadala **3.** Pabakuron **4.** Nagpatindog **5.** Nagpahalin **6.** Nagpahulam **7.** Nagapadasig **8.** Ginpauntat

Review: Cause and Effect

E. Writing

1. Dapat kita maghinulsol agud mapatawad. **2.** Dapat kita magpamatuod sing masami. **3.** Pwede n'yo mabatyagan ang Balaan nga Espiritu antes kamo mabunyagan, pero indi siya siguro dalayon nga kaupon ninyo. **4.** Nagpatudlo siya sa amon bangod/tungod nabatian niya parte sa Simbahan sa isa ka abyan. **5.** Nagpaayo si Jesucristo sa katawhan suno sa ila pagtuo. **6.** Nagapahayag ang Diyos sang iya mga pulong paagi sa mga propeta kag mga apostoles. **7.** Magpadala ako sang sulat sa ila sa Lunes sa aga.

36 Expressing Doubt and Possibility

C. Reading

1. Basi **2.** Basi **3.** Kuntani (4x) **4.** Kuntani (2x) **5.** Basi

E. Writing

1. Tani wala ko nabilin ang payong ko sa tricycle. **2.** Basi mag-upod si Brother Tan sa aton pagbisita sa pamilya Dumaicos karon. **3.** Siguro magpangamuyo kita antes 'ta magpadayon. **4.** Sigurado ka bala nga handa siya nga magpabunyag? **5.** Pwede bala kami magbalik sa iban nga tiyempo? **6.** Daw wala sang tawo sa balay, pero basi pa lang may ara sa sulod. **7.** Ano tani ang itudlo naton sa ila kahapon? **8.** Tani mag-abot ang Ceres sa husto nga tion kay basi ma-late kita kon indi.

37 Expressing Thoughts, Opinions, and Judgment

C. Reading

1. Nakahunahuna **2.** Nagahunahuna **3.** Sa banta ko, ginabinag-binag (2x) **4.** Magahunahuna, kaisipan (2x) **5.** Maghunahuna **6.** Binag-binagon, kaisipan

E. Writing

1. Abi ko naulihi kita sa pag-abot. **2.** Sa banta mo, mabudlay bala nga magbasa sang daan nga testamento? **3.** Binagbinaga ang mga pulong nga imo ginabasa. **4.** Abi ko miyembro siya. **5.** Nagapinsar ako parte sa pamilya Lopez. **6.** Ano ang ginahunahuna mo?

Review: Judgment, Doubt, Emotion, Possibility, and Influence

E. Writing

1. Daw **2.** Basi **3.** Basi **4.** Binagbinaga **5.** Daw **6.** Panulok **7.** Basi **8.** Tani

F. Writing

1. Siguro ini ang sabat sa aton mga pangamuyo. **2.** Abi niya nga ang matuod nga simbahan ara sa kalibutan sinang panahon. **3.** Daw may maabot nga bagyo. **4.** Sigurado si Brother Vilas sa iya desisyon. **5.** Para sa iya, amo ini ang natabo. (Note: a wide variety of alternate translations exist) **6.** Para sa imo, ngaa gusto sang Diyos nga magpangamuyo kita? **7.** Ano ang ginapinsar mo nga dapat naton himuon? **8.** Nagapinsar ako parte kay Brother kag Sister Peralta.

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THE CHURCH OF
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